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REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1915-16

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Nagpur

PRINTED AT THE GOVERNMENT PRESS

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1915-16

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Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 9th January 1917.

READ—

Letter No. 7053, dated the 12th October 1916, from the Director of Public Instruction, Central Provinces, forwarding the Report on the State and Progress of Education in the Central Provinces and Berar for the year 1915-16.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

Although the rate of expansion in the year under report, measured by the number of schools and scholars, is less marked than in the two last preceding years, the total expenditure by or on behalf of the Department amounted to nearly fifty four lakhs of rupees and exceeded by five lakhs that of the previous year, the increase being in great part due to the carrying out of the programme of High School construction which was in hand during the year. Of the expenditure in the year under report, about eighteen lakhs was borne direct by Provincial funds, including sums spent on buildings by the Public Works Department; the expenditure by District Boards and Municipal Committees amounted to over seventeen and five lakhs respectively, while private bodies spent eight and a quarter lakhs and the balance of nearly five and a half lakhs was met from fees. The subventions given by Government towards the expenditure by local and private bodies amounted to twelve and three-quarter lakhs, the total Provincial expenditure being thus thirty one lakhs. In this connection it is desirable to correct the statement made in the Resolution on the Report of last year, which erroneously gave the whole expenditure on Education as having been incurred on Government account. Further progress was made with the utilisation of the Government of India grants, and while the balance remaining out of non-recurring grants stood at about five lakhs, the recurring grants, except for two small items, had been fully utilised on the objects for which they were allotted.

2. The scheme for the provincialisation of the Morris College at Nagpur, sanctioned by the Secretary of State, was carried into effect from the 1st July 1915. Since its provincialisation the College premises have been extended and the staff has been strengthened. The new buildings constructed for the Arts College at Jubbulpore, at a cost of over eight lakhs, were recently opened by the Chief Commissioner, and the College is now accommodated in a manner worthy of its standing. The numbers of students in Colleges increased by 67 during the year, and the pressure on the existing institutions continued. In Berar particularly the demand for wider facilities for higher education is pressing, and the proposal which has found most acceptance locally is the establishment at Amraoti of an Arts College, to be called the King Edward College, as a memorial to the late Sovereign. This proposal has been carefully examined and considered by the Chief Commissioner and a scheme embodying it has been drawn up and is in course of submission to the Government of India. The results in the University Examinations, with the exception of those for the M. A. and B. Sc. degrees, were disappointing; the percentage of successful candidates for the

B. A. degree declined from 47 in 1914 to 35 in the year under report, and although the figures are on a par with the results for the University as a whole, the standard cannot be considered satisfactory.

3. One new Government High School was opened and the number of pupils in the High School classes throughout the Provinces increased by 561. The percentage of successes in the Matriculation Examination fell from 41 in the previous year to 36 in 1915; these results, as the Director of Public Instruction remarks, are disquieting and forcibly emphasise the necessity of raising the standard of teaching and scholarship in these schools. The rate of expansion in the case of Anglo-Vernacular Middle Schools is more marked; three schools were added and the number of pupils in this stage increased by 779 during the year. There is no doubt that the demand for Secondary English Education is expanding at a rate which tends to outrun the supply, and complaints have been made of boys having been refused admittance to schools for want of accommodation. In Berar this demand had in the past resulted in a system of English classes attached to Vernacular Schools and paid for from fees and private subscriptions. In view of the danger of unregulated and inefficient teaching of this kind, arrangements were made to convert these English classes into recognised aided Anglo-Vernacular Schools and 26 such schools were established, but though some of these schools are attaining success, many of them are very far from efficient, and the Director of Public Instruction repeats the warning uttered in the previous year's Report regarding the growth of such schools and emphasises the need of some central organisation to secure their financial position and to provide an adequate staff. As a remedy for this situation, the Commissioner of Berar has proposed the constitution of a Joint Committee of the District Boards and Municipal Committees to undertake the management of the English Aided Schools in his Division, and this proposal is now under consideration. The Government of India in their recent pronouncement on the recommendations of the Royal Commission on Decentralization affecting education have expressed their acceptance of the principle that all Secondary institutions teaching English should eventually be financed by Government, but, so far as can be foreseen, unless the financial position of the Province is materially improved, it is unlikely that Provincial revenues will be in a position, without liberal assistance from the Government of India, to meet the whole of the increased expenditure which would be involved.

4. Although Vernacular Middle Schools number five less than in the previous year, the number of pupils in this stage increased by 637. The outlook for these schools is becoming brighter as the prospects for candidates educated up to the Vernacular Middle stage are improving; the candidates for training for the Vernacular teaching profession are drawn from this class and a useful career will also, it is hoped, be opened for them shortly in the ranks of the Police, when the scheme for the reorganisation of the rank and file is sanctioned and brought into effect.

5. In Primary Education, in contrast with the expansion of recent years, there was a decrease of 24 schools and 1,128 pupils. The decrease in the number of schools was due to the closure of 51 small indigenous schools in Berar for want of sufficient public support, while the fall in the number of pupils is ascribed chiefly to the unfavourable circumstances of the year and the prevalence of epidemic disease. No grants could be given to District Boards for the opening of new schools and the funds available for Primary Education were being fully utilised in meeting existing commitments. On the other hand it is satisfactory to observe that it was only in Lower Primary Schools that there was any falling off in number and that the upper classes accounted for a considerably larger number of pupils. Now that the programme of establishing a Model High School for each district of the Provinces has been practically completed, the Chief Commissioner considers that Primary Education has the next claim on the Provincial resources, and it is his intention to provide all available funds for its improvement and extension. A survey of the requirements in each Municipal and local area has been in progress during the year with a view to determining the amounts of the grants which will be necessary to bring the local facilities up to the accepted standard, and an educational officer has been specially employed on

the preparation and examination of these surveys. These schemes of expansion will involve a large increase of expenditure and it is satisfactory to note that the District Boards in Berar, with a view to meeting their growing responsibilities, have agreed to proposals for increasing their Education cess.

6. Although some advance has been made in recent years towards the improvement of the pay and prospects of Vernacular teachers, the measures taken so far are only provisional expedients and the present minimum pay of Rs. 11 (with pension) is insufficient for properly qualified teachers; the whole position will require re-examination in connection with the question of the supply and training of Primary teachers, before the problem of adequate and efficient staffs of masters for the increasing number of schools can be solved. In the year under report out of 10,531 Vernacular teachers only 3,426 and out of 1,191 Anglo-Vernacular teachers only 270 were trained. One of the most pressing needs of the present time is the improvement of the facilities for the training of teachers of all grades. A comprehensive scheme has been drawn up for the expansion of Normal Schools, and proposals are being framed for an extension of the Training College at Jubbulpore for Secondary teachers. The scheme for Normal Schools aims at training sufficient teachers to replace the untrained, to make good wastage, and to meet the expansion of schools. A course of two years is prescribed as the minimum period of training, while the curriculum has been revised and admission to the course is now limited to candidates who have passed the Vernacular Middle stage. The standards adopted, both as regards the supply to be maintained and the period of training, are, the Chief Commissioner believes, the least that will meet the local requirements.

7. In Female Education a slight increase in the number of girls at school is recorded, but the progress of the Girls' High School, Amraoti, during the year has not yet fulfilled expectations. A scheme for the organization of Female Education in the Province was under consideration when the Administration was addressed by the Government of India regarding a re-examination of the whole question of Girls' Education, and the matter was referred for report to a representative Committee whose recommendations are awaited.

8. The Rajkumar College at Raipur has a record of continued good progress during the year and the success of this institution has been a feature of the last few years' reports. The new buildings, which have been erected with funds provided through the liberality of the Rani of Nandgaon, have now provided the College with a home worthy of its purpose, while the increased endowment has also enabled the staff to be strengthened and improved. The Chief Commissioner has observed with interest the great improvement in the school to which testimony has been borne by all inspecting officers and which reflects great credit on the Principal, Mr. Stow, who has thrown himself whole-heartedly into his work.

9. The Engineering School and the School of Handicrafts, Nagpur, are progressing satisfactorily, but the scope of these institutions is necessarily limited and marks only the beginning of Technical Education in the Province. What further developments will take place will depend to a great extent on the recommendations of the Industrial Commission, but if Technical Education is to remain under the control of the Education Department, it will certainly be necessary to give the Director expert assistance in its development and supervision.

10. Measures for increasing the efficiency of the Reformatory School, Jubbulpore, have been engaging the attention of the Administration for some time, and a proposal has recently been under consideration for the transfer of the management to a private body with special experience of the working of institutions of this class. Before arriving at a final decision on the future of the School, however, the Chief Commissioner prefers to await the recommendations of the Industrial Commission with a view to considering the possibility of converting the School into a large and central Industrial School and of combining with it a scheme for the Industrial Education of the Depressed Classes. For the

present, special scholarships have been provided to encourage education among these and the aboriginal classes, in whose amelioration, which has hitherto been left chiefly to Missionary bodies, other private agencies, such as the local branch of the Depressed Classes Mission, are now interesting themselves.

11. The Chief Commissioner observes with pleasure the progress made in the Berar Districts by the School Boy League of Honour and he desires to congratulate Mr. Chapman, Deputy Commissioner of Yeotmal, the founder of the League, on the success achieved; he regards the moral and social advantages of the movement as of the highest value, and he would welcome the extension of the League to other districts.

12. The interruptions in the work of education caused by plague have been the subject of frequent notice in the reports of recent years. It is a matter for satisfaction that the Department has been able, as the present Report shows, to devise methods for minimising to some extent the dislocation of school work in localities attacked by plague.

13. The work of the Department during the year has been handicapped by unavoidable changes in the post of Director of Public Instruction. For the greater part of the year the post was held by Mr. Mayhew, and Sir Benjamin Robertson desires to record his indebtedness to him both for his able administration of the Department and his suggestive schemes for future development. The thanks of the Administration are also due to Mr. Jones, who has held charge from January to the end of the current year, for his zealous and capable management of the Department as well as for his succinct and instructive report, and to Mr. Kilroe for the valuable assistance he has rendered as Assistant Director.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette.*

F. S. A. SLOCOCK,
Chief Secretary to the Chief Commissioner,
Central Provinces.

Govt. Press, Nagpur:— No. 2026, Civil Sectt.—10-1-17—492.

INDEX.

Serial No.	Subject.	Paragraph.
1	Administration	2—6
2	Statistics	7 & 8
3	University	9
4	Colleges	10—14
5	Boys' Secondary Education, High and Anglo-Vernacular Middle ...	15—19
6	Government Secondary School buildings	20
7	Vernacular Middle School—boys	21
8	Primary Education—boys	22—25
9	Vernacular School buildings	26 & 27
10	Training of teachers	28—30
11	Technical and Special Education	31—35
12	Rajkumar College	36
13	Reformatory School, Jubbulpore	37
14	Schools for deaf and dumb pupils	38
15	Female Education	39
16	Secondary Education	40
17	Vernacular Education	41—45
18	European Education	46—49
19	Muhammadan Education	50
20	Aboriginal and backward classes	51
21	Jain Education	52
22	Moral and Physical Instruction	53—57
23	Text-Book Committee	58
24	Students' Advisory Committee	59
25	General	60—62

No. 6814.

FROM

THE HON'BLE MR. C. E. W. JONES, M.A.,

OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 3rd October 1916.

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces and Berar for the year 1915-16.

2. Mr. Wright, Director of Public Instruction, was on leave throughout the year, and Mr. Mayhew continued to officiate for him until December when he proceeded on leave. Mr. Kilroe, Assistant Director of Public Instruction, carried on the current duties of the office of Director until January when I took over charge. It is unfortunate that the Department has lost the services of Mr. Mayhew pending the return of Mr. Wright. Mr. Mayhew had planned and drawn up several schemes of far-reaching importance, and the Department has suffered by his inability to remain on till Mr. Wright's return in order to put his proposals into effect.

Mr. Kilroe continued to hold the office of Assistant Director of Public Instruction during the year.

3. Mr. Spence was placed on special duty for the year for the purpose of preparing new Readers and revising the curriculum for Vernacular Schools, while carrying on concurrintly the duties of the office of Principal of the Training College, Jubbulpore. My services were lent to the North-West Frontier Provinces for six months from July to December.

4. Messrs. Beckett, Evans, Craddock, Dix and Kanhaya Lal Guru and Khan Bahadur Nizam-ud-din Ahmad continued to hold the posts of Inspector of European Schools and Science, and Inspectors of Schools, Nagpur, Jubbulpore, Berar, Nerbudda and Chhattisgarh Circles, respectively. Mr. Evans enjoyed six weeks' privilege leave in June and July, during which period Rao Sahib Gulab Singh officiated for him. Mr. Kanhaya Lal Guru took three months' privilege leave from November to February, and Rao Sahib Gulab Singh officiated for him during that period.

5. Miss Broughton, Inspectress of Schools, Nagpur Circle, proceeded on leave in May 1915 and in February 1916 her leave was extended for the remaining period of the war, her services being placed at the disposal of the Ministry of Munitions. Between May and July the post of Inspectress of Schools was held by Miss Collyer, Assistant Inspectress of Schools, and on her being posted as Officiating Lady Superintendent of the Normal School for Women, Amraoti, in the absence of Miss Bailey who proceeded on a year's leave, Mr. Kilroe was placed in charge of the Office of Inspectress of Schools. In July Miss Mahony was appointed Inspectress of Schools for a period of six months which was subsequently extended by one year.

6. Miss Barrett, Assistant Inspectress of Schools, Jubbulpore Circle, resigned her appointment in September and Miss Sarasvati Bai Singh, M.A., was appointed in her place.

7. The year's figures show an increase of 37 schools and 2,715 pupils under instruction as compared with an increase of 210 schools and 9,213 scholars in the year 1914-15. The reasons for this decline in the rate of increase are dealt with under the head Primary Education where alone the diminution took place to any considerable extent. It may be remarked, however, that the decline was most noticeable in Berar where as many as 51 indigenous schools were compelled to close owing to their inability to raise the subscriptions on which they relied for support. In Chhattisgarh on the other hand considerable numerical progress was made, while in the other Divisions there was little or no change. The conditions of the year were generally unfavourable to numerical progress. Plague and cholera were widely prevalent. Certain districts were adversely affected by the failure of the cotton crops. All districts shared the financial depression resulting from the war. Under these adverse circumstances little numerical progress could be expected. But, further, in estimating the causes of the diminution in the rate of increase, account must be taken of the effects of the increased efficiency in the administration of Primary Schools, which was noticed in the report for the preceding year. It is pleasing to observe that the policy of improvement of existing schools has been generally maintained in the year under report.

8. The total expenditure on education rose from Rs. 44,04,899 to Rs. 47,85,580, excluding Rs. 2,64,017 from the Government of India grants spent through the Public Works and Agricultural Departments. This sum is not included in the table of expenditure. Special statements attached to the report supply full details regarding the progress which has been made in the utilization of Government of India grants. A word of explanation is necessary with regard to the Statement (A) of recurring grants. Hitherto it has been the practice to charge increased recurring expenditure on objects for which Government of India grants have been allotted partly to these grants and partly to Provincial funds. Since 1911-12, however, the year in which the Government of India grants were frst allotted, increased expenditure on the objects for which the grants have been made has considerably exceeded the amounts of these grants. Statement A clearly shows that the Government of India grants have been fully worked off except in respect of two small items which will be worked off in the current year. There is therefore no point in retaining the present statement as regards recurring expenditure from Government of India grants, and henceforth it will be discontinued.

University.

9. The Report of the Central Provinces and Berar University Committee was published for criticism in the course of the year. It is now under the consideration of the Local Administration, and proposals will shortly be submitted to the Government of India for the establishment of a University in these Provinces as soon as funds are available.

Colleges.

10. The returns for Colleges show an increase of one in the number of Colleges for Professional training. This is due to the inclusion of the College of Agriculture. The number of Arts and Science Colleges remained the same.

There was an increase of 67 in the number of students in the Arts and Science Colleges. In order to meet the expected increase in the number of students, the staff of the Morris College was increased by one. During the current year two lecturers have been added to the staff of the Jubbulpore College and one to that of the Morris College. Extra accommodation has been provided in the latter institution during the current year, and the new College buildings at Jubbulpore, which have been completed in the current year, will provide sufficient accommodation for immediate needs in that centre. It is satisfactory to note that there was an increase in the number of students taking the B. Sc. Course in the Victoria College of Science.

11. The Morris College was provincialized in July and the existing staff retained. The expenditure on this College from Provincial funds amounted to Rs. 56,459.

12. The administration of the four Arts and Science Colleges was satisfactory throughout the year. Progress was made in the development of the social life of all these institutions. It is interesting to note that in the Morris College the students started a Co-operative Society for aiding poor boys, and in Jubbulpore the fund for the payment of examination fees for poor students continued. The Nagpur Colleges still suffer from the lack of playing fields. To remedy this, as well as to supply facilities for games for the High Schools in the town, a scheme for laying out an area of some 14 acres of land near the Normal School as playing fields is under consideration. Hostel accommodation in Nagpur is still insufficient. Steps, however, have been taken to remove this deficiency by aiding the Young Men's Christian Association in their project of establishing a hostel. For this purpose, the field below the Morris College was given to the Association on a permanent lease, and a grant of Rs. 20,000 awarded to them in the year under review. Building operations will start this year.

13. The construction and equipment of the new buildings of the Jubbulpore College were completed during the year under review, and the sewage and water-supply systems and the electric installation have since been completed. Arrangements have been made for moving the College into its new quarters in the current year. Provision has been made in the current year's budget for a bungalow for the Principal of the Morris College in the College compound. The construction of a residence for the Principal of this College will supply a long felt want, and will have the additional advantage of setting free for the purpose of class work the quarters formerly occupied by the Superintendent of the Hostel. In the Victoria College of Science two extra rooms were fitted up as laboratories. This institution has suffered to some extent during the year from the difficulty of obtaining apparatus consequent on the war.

14. With the exception of the M.A. and B.Sc. examinations, the University results show a decline in the percentage of passes. In the B.A. and Intermediate examinations the percentage of successful candidates fell from 47 and 50 per cent in 1914 to 35 and 45 respectively in 1915. There was a fall of 25 per cent and 8 per cent in the percentage of passes in the Previous and Final Law examinations respectively. In the B.Sc. examination the percentage of successes rose from 40 to 45. The results however are generally on a par with the results for the University as a whole, except in the Law examinations. The comparatively poor results in the previous Law examination have not been accounted for.

Boys' Secondary Education, High and Anglo-Vernacular Middle.

15. The number of High Schools increased by one and the number of pupils from 4,072 to 4,633. The number of Anglo-Vernacular Middle Schools increased from 149 to 152 and the number of pupils from 15,123 to 15,902. Of the 27 schools under private management in Berar mentioned in the Report for 1914-15, 26 were in receipt of grants in the year under review. Some of these schools have shown signs of promise, but in the case of the majority the outlook is depressing unless steps are taken to strengthen their financial resources with a view to the provision of adequate staff. The difficulties of these schools were pointed out at some length in the report for 1914-15, and I need not add anything to what is stated there except to emphasise the need for some central organization which will exercise a watchful care over their interests and make for their increased efficiency. The Municipal Anglo-Vernacular Middle Schools are better off financially, but in the matter of staff they are still inadequate.

16. The two notable features in the sphere of Secondary Education in the year under review were the revision of the Grant-in-Aid Code and the definite limitation of sections in Government Schools. The revision of the Grant-in-Aid Code

is dealt with in paragraph 60. In general, it may be said that the new Code allows greater scope for the improvement and development of Aided Schools than was possible under the old system. The limitation of sections in Government Schools is an elaboration of the principles laid down in Resolution No. 920—VI-1-43, dated the 14th June 1911, of the Local Administration, Education Department. In that Resolution it was stated that Government proposed to maintain a model combined High and Middle School in the head-quarters of each district, and a certain number of model Anglo-Vernacular Middle Schools in other places. It has now been determined that a combined High and Middle Government School shall contain as a general rule one section of each Middle class and from 2 to 3 sections in each of the High School classes, and that a Government Middle School shall contain not more than 2 sections of each Middle class. For further provision of Secondary Education Government relies on local enterprise. Government by means of grants-in-aid will help any efforts which may be made in this direction so far as its financial resources permit and so long as the conditions of the Grant-in-Aid Code are complied with. But the resources of Government for this purpose are not unlimited, and with the growing demand for Secondary Education, more and more reliance must be placed on local effort. Signs are not wanting that Municipalities are beginning to realize their liabilities in this matter, and in one Municipality the question of levying an education rate has been definitely raised. Several privately managed institutions, notably in Berar, have endeavoured to maintain themselves by raising the rate of fees. This is another method of financing in part, at any rate, Secondary Education. A third resource lies in private philanthropic effort. There are few spheres of public service which afford greater scope for private philanthropy than the provision of Secondary Education.

17. The introduction of a Provident Fund scheme for teachers in aided Secondary Schools has been temporarily postponed owing to the financial stringency and pending the general advice of the Government of India. The practice of admitting teachers in aided Secondary Schools to the Training College and of paying grants to their substitutes was continued.

18. In the Report for 1914-15 allusion was made to the deplorable dead level of mediocrity and sameness in the methods of teaching in Secondary Schools. This defect is mainly attributable to the lack of general knowledge and attainments in the staff. It is hoped that an improvement in this respect will be effected by increasing the number of trained graduates, and steps have been taken in the current year with this object. For the improvement of the teaching of Science in Middle Schools a short course of training for teachers under the direction of the Inspector of Science has been established at the Victoria College of Science, Nagpur. It is disquieting to note that the percentage of successes in the Matriculation examination in 1915 fell from 41 to 36.

19. It has been decided to provincialize the Jagannath High School, Mandla, with effect from the 1st of April 1917. A revised scheme for the administration of the Jagannath Trust Fund has been drawn up and generally approved by the administrators. As a part of the general scheme of revision, the Jagannath Trust Fund Vernacular Schools will be taken over and supported by the Municipality.

Government Secondary School buildings.

20. During the year main buildings for one Government High School and one Municipal High School, laboratories for three High Schools, and hostels for one High School and one Anglo-Vernacular Middle School were completed. Four Government High School buildings are in process of construction. Grants amounting to Rs. 24,000 were made to aided Secondary Schools for buildings and equipment.

Vernacular Middle School—Boys.

21. There was a decrease from 208 to 203 in the number of Vernacular Middle Schools, but the number of pupils in the Vernacular Middle stage increased from 5,521 to 6,158. The increase in the number of pupils was most noticeable in the Jubbulpore Circle,

and the Inspector states that in that part of the province these schools are growing in popularity. There seems to be a larger scope for this class of schools in Municipalities and Tahsil head-quarters than has hitherto been supposed, and the question is worth consideration whether Municipalities should not be encouraged to maintain Vernacular Middle Schools as a means both of supplying candidates for the Normal Schools and of relieving the pressure of the demand for Secondary Education. The Bhandara Municipality and District Council have in the current year proposed to start a Vernacular Middle School mainly with the object of increasing the supply of candidates for the Normal Schools.

Primary Education – Boys.

22. There was a decrease of 24 Primary Schools and 1,128 pupils in the year under review against an increase of 161 schools and of 6,407 pupils in the year 1914-15. The reasons for this decline are not far to seek. In the first place, it has to be noted that no grants from Imperial or Provincial Revenues were made for the opening of new schools, and consequently no considerable increase could be expected. The increase of 6,407 pupils in 1914-15 is largely attributable to the opening of 127 new District Council schools. The general prevalence of plague and cholera, and the financial depression arising out of the war, account in a large measure for the decrease. In Berar, for example, 51 indigenous schools were closed because they failed to realise the subscriptions on which they depended for support. In a certain measure, the decrease was due to the adoption of the policy of striking habitual absentees off the rolls and reducing unwieldy classes, especially the infant classes, so as to bring them within the limits imposed by staff and accommodation. It is satisfactory to note that there has been an increase in the number of pupils in the Upper Primary stage as compared with the number in 1914-15. In the year under review there were 37,672 pupils in the Upper stage as compared with 35,692 in that stage in 1914-15. In the Lower Primary stage there were 259,966 pupils as compared with 264,094 in 1914-15. There were 39,012 pupils in the fourth class in 1915-16 as compared with 36,851 in 1914-15. In the infant classes there were 91,715 pupils in the year under review as compared with 97,049 in 1914-15.

23. There was an increase in the number of candidates for the Primary Examination from 27,936 to 29,017, and in the number of passes from 18,114 to 18,849. These figures bear witness to the improvement which is now being effected in the schools and inspire hopes of further progress in efficiency in the future.

24. The policy of raising the minimum pay of uncertificated Assistant Masters to Rs. 8 in District Board Schools, was continued, and a grant of Rs. 6,900 was allotted for this purpose.

25. It has been pointed out that one of the necessary conditions of improvement in Primary Schools is the strengthening of the subordinate inspecting agency. Unfortunately, no steps could be taken in this direction in the year under review. In the current year, however, 5 new Deputy Inspectorships have been created. There are still several districts in which additional posts are called for.

Vernacular School Buildings.

26. The second instalment of the Government of India grant of five lakhs for the construction of Vernacular School buildings was distributed among District Councils and Municipalities. Two hundred and twenty-four District Council and 12 Municipal School buildings were completed during the year, 313 District Council and 18 Municipal School buildings were under construction. In some Divisions there has been delay in carrying out building programmes.

27. During the year proposals were made with the approval of Commissioners for a standard distribution of future grants to District Councils for Vernacular Education. As regards recurring grants, the general principle laid down was that these should be distributed among the Divisions, and that 50 per cent

should be utilized for the improvement of existing schools and the remainder for expansion, the grants to each Division for expansion being made in proportion to the number of pupils of school-going age for whom accommodation and staff are not available. As regards non-recurring grants, a similar principle was accepted, namely, that they should be distributed to Divisions in proportion to the number of existing schools which require new buildings or extensions, and thereafter in proportion to the number of schools which may be established and which require new buildings. General instructions were also issued for the preparation of schemes of improvement of existing schools, and Commissioners were invited to make a survey of the needs of their Divisions in the matter of improvement and expansion. Some of these surveys have been received and are now under consideration. During the year a survey of the Educational needs of each Municipality was also undertaken with a view to determining the amount of grants that would be given, and statistics were collected. Mr. Kilroe has been placed on special duty in my office in the current year in connection with these surveys.

Training of Teachers.

28. The number of graduates at the Training College, Jubbulpore, rose to 16. There was a slight decrease in the number of undergraduates from 34 to 28. In the examination for the degree of Licentiate of Teaching 8 out of 16 candidates were successful. Twenty-eight out of 33 passed the Departmental examination

The work of the Normal Schools was generally satisfactory. There was, however, considerable difficulty in obtaining candidates for admission to the Urdu Training Class at Khandwa, and the question of the continued maintenance of this class is under consideration. The Retraining class at Jubbulpore continued to do satisfactory work. Retraining classes were also opened at Nagpur and Amraoti in the year under report. A noteworthy feature of the year in connection with these classes was the establishment by the Headmaster of the Retraining class at Jubbulpore of a Pedagogical Association with a number of branches for the purpose of bringing teachers together and keeping them up to date in methods of teaching.

29. Proposals were made in the course of the year for the improvement of the existing arrangements for the training of Vernacular School teachers. These proposals may be summarized as follows:—

I.—Qualifications for admission.

Candidates for admission must have completed the Vernacular Middle course, and be not less than 16 years of age. In order to encourage Primary Grade boys to continue their education with a view to subsequent admission to the Normal Schools, scholarships tenable in Vernacular Middle Schools attached to Normal Schools should be awarded.

II.—Period of Training.

The minimum period of training should be two years, at the conclusion of which a 3rd class certificate should be awarded. A 3rd year course should also be established in the larger schools, and a second class certificate awarded to those who complete this course. This certificate should be convertible into a first class certificate on the conclusion of a 4th year's training, which should be taken after five years' experience of teaching in Vernacular Schools. Only first and second class certificate holders should be eligible for headmasterships of Vernacular Middle and Primary Schools, and for teachers' posts in the Vernacular Middle classes.

III.—Stipends and Scholarships.

The monthly value of stipends should remain the same, namely, Rs. 8 per month, but an additional rupee should be allowed for Muhammadan and backward class students. Fourth year students should receive, as at present, the full pay of their permanent posts, allowances from Provincial funds being granted for their substitutes. Scholarships of Rs. 4 with an additional rupee for

Muhammadan and backward class students should be awarded for the Vernacular Middle course and made tenable in Practising Schools attached to the Normal Schools.

IV.—Number of Normal Schools.

There are at present (*a*) three Hindi Normal Schools, namely, at Jubbulpore, Raipur and Khandwa, (*b*) two Marathi Normal Schools, namely, at Nagpur and Amraoti, (*c*) one Muhammadan Normal School at Amraoti and one Urdu Training Class at Khandwa. There should be established (*a*) two additional Hindi Normal Schools, namely, at Seoni and Bilaspur, (*b*) two additional Marathi Normal Schools at Wardha and Akola. The maximum number of pupils in each class should be 25, and the maximum number of classes in a school six. Practising Schools of Vernacular Middle grade should be attached to each school.

V.—Annual output of Trained Teachers.

Under this scheme it was calculated that the annual output would be increased from 403 trained teachers *plus* 96 retrained teachers to 525 trained *plus* 105 retrained teachers, and, after five years of working, the percentage of trained teachers to the total number of teachers would be raised from 28 to 46, and educational facilities provided for 12,000 additional pupils.

30. In the current year these proposals have been partially put into effect—

(i) The Vernacular Middle grade has been made the standard for admission.
(ii) A new course of study has been introduced.
(iii) Vernacular Middle Scholarships have been awarded.
(iv) A new school has been opened at Akola.
(v) The construction of Normal School buildings for Seoni has been commenced.
(vi) Plans and estimates for the construction of buildings at Bilaspur and Akola have been called for, and if funds are available, the work of construction will be commenced in the ensuing year.

Technical and Special Education.

31. The Engineering School at Nagpur entered upon the second year of its existence. Eleven candidates appeared for the 6 scholarships awarded for the Civil Engineering Course, and 10 candidates for the 8 scholarships awarded for the Mechanical Engineering Course. At the end of the year 12 students were taking the Civil Engineering Course and the same number the Mechanical Engineering Course. Thirty-two candidates appeared for the 4 scholarships awarded for the Motor Mechanics' Course. There were 6 students taking this course at the end of the year. Twenty-five candidates were admitted for the Motor Drivers' Course. During the year the staff of the School was increased by the addition of one Assistant in Mechanical Engineering and one Motor Mechanic. Further additions to the staff have been made in the current year.

32. A spacious site for new class rooms and playing fields for this School was selected in the course of the year and the work of construction will be taken in hand as soon as funds become available. A few minor extensions and additions to the buildings were carried out in the year under report. In the current year provision has been made for the construction of a Power House and Mistries' quarters, and plans and estimates have been prepared for a new Machine Shop. It is hoped that these additions will be completed in the current year.

33. Of the Government of India grant of Rs. 4,000 earmarked for Agricultural scholarships, Rs. 1,800 was transferred to the Agricultural Department to meet the expenditure on scholarships awarded by that Department, and Rs. 2,200 was spent by the Education Department on the award of scholarships to the sons of cultivators in High Schools and subsequently in the Agricultural College.

34. By the courtesy of the Director of Agriculture and Industries, I include a brief reference to the work of the School of Handicrafts and the Mochi class in Nagpur. In the School of Handicrafts there were 36 pupils, 12 new pupils having been admitted in the Iron and Wood working classes. Instruction was given in the making of tools and machines, in scale and sectional drawing and also in ferro type printing and tracing. In the course of the year a number of new kinds of implements were made for experimental use by the Agricultural Department. In the Mochi class there were twelve pupils. A sum of Rs. 2,000 was distributed among these pupils as profits on the articles which they produced. It is reported that demands for the products of this class have been made from distant parts of India, and the influence of the institution is making itself felt by inducing small capitalists to start businesses of their own in Nagpur.

35. A Commercial Scholarship of the value of Rs. 35 tenable for three years at the Sydenham College of Commerce, Bombay, and two Art Scholarships at the Sir Jamsetjee Jijibhoy School of Art, Bombay, were awarded during the year.

Rajkumar College.

36. This College made good progress during the year. The number of pupils rose from 45 to 49. Considerable progress was made in the construction of the new buildings. Proposals for the revision of the Final Examination on the lines of the Chiefs' College Diploma examination were submitted to the University of Allahabad. These were not accepted by the University, and modified proposals have been put forward in the current year. The recognition of this College on the same footing as other Chiefs' Colleges is only a question of time.

Reformatory School, Jubbulpore.

37. The efficiency of the Reformatory School, Jubbulpore, was maintained during the year. In one respect, however, there is room for improvement. While the boys receive an excellent training during their residence in the School, they are apt to be lost sight of when they leave, and the measures which have hitherto been taken to keep in touch with them have been inadequate. This question is now under consideration, and proposals have been made which may lead to an improvement in this important branch of the School's work.

38. The two schools conducted by private managers for the instruction of deaf and dumb pupils, which were mentioned in the last year's Report, continued to receive aid during the year.

Female Education.

39. The number of institutions for Indian girls rose from 340 to 341 and the number of pupils attending them from 19,006 to 19,356.

Secondary Education.

40. The uumber of girls in the High stage of Secondary Education rose from 20 to 25. In the Anglo-Vernacular Middle stage the number decreased from 180 to 157. Three candidates appeared for the Matriculation examination in 1915 and one was successful. The strength of the Girls' High School, Amraoti, rose from 30 to 38. In the course of the year the services of a suitable Headmistress were secured for this School; and two additional posts of teachers have recently been added. With a view to increasing the popularity of the School, eleven scholarships were awarded and proposals for further scholarships submitted during the year. The School still meets in a rented building, and a rented bungalow still provides inadequate accommodation for the boarders. An excellent site for a new building was, however, selected in the course of the year, and funds have been provided in the current year for the work of construction. It is anticipated that considerable progress will be made with this project before the beginning of the next session.

Vernacular Education.

41. Vernacular Middle Schools for girls rose from 22 to 23 and the number of scholars from 1,814 to 1,907. There was an increase, from 310 to 311 in the number of Primary

Schools for girls and from 16,992 to 17,267 in the number of girls attending them. Two Primary Schools were provincialized in the course of the year. The number of girls in boys' schools rose from 14,624 to 15,169. In the Chhattisgarh Division 9,701 out of a total of 12,583 girls attending schools were reading in boys' schools. The Inspector of Schools reports that co-education is popular in the Chhattisgarh Division.

42. It is satisfactory to note that there was an increase of 24·07 per cent in the number of girls in the Upper Primary stages. The general increase in the number of girls attending schools in spite of plague and other adverse influences is satisfactory. The system of granting bonuses to masters in boys' schools for the attendance of girls is no doubt very largely responsible for the increase in the number of girls in boys' schools. It is interesting to observe that attempts have been made by Inspectresses and their Assistants to enlist the support of women in the cause of Female Education by the formation of Ladies' Committees in various centres.

43. An interesting experiment was made in the course of the year in the shape of an award of scholarships tenable in Primary Schools in Berar for the daughters of Dais with a view to raising the general level of intelligence and attainments of that important class of the community. A sum of Rs. 1,500 has been allotted for this purpose in the current year.

44. Considerable improvements were effected in the Marathi Normal School for women at Amraoti and the number of students increased in the year under report. The Jubbulpore Normal School continued to do satisfactory work. Proposals for the strengthening and improvement of the staff of these schools have been made in the current year.

45. During the year a comprehensive scheme for the improvement and extension of Female Education was submitted to the Local Administration. This scheme has been discussed by a representative committee in the current year, and proposals for the improvement and extension of this important branch of education will be submitted in due course.

European Education.

46. There was an increase of one in the number of schools, due to the opening of a Middle Department in the Railway School, Bina. The number of scholars increased from 1,574 to 1,669. There was a slight increase in the expenditure on orphan grants. The Inspector, however, anticipates that, as the result of his enquiries, there will be a fall in expenditure under this head in subsequent years.

47. Building activity continued, though on a decreased scale. Hostels for the St. Aloysius High School, Jubbulpore, and the Christ Church Boys' School, Jubbulpore, were completed, and progress was made in the new building of the Convent School, Saugor. A sum of nearly Rs. 29,000 was spent from the Government of India grant set apart for this purpose, in addition to a sum of nearly Rs. 4,000 from Provincial Revenues.

48. Grants-in-aid based on approved expenditure were made to these schools in accordance with a scheme prepared during the course of the year. The new grants which involve an increase in expenditure of about Rs. 7,000 have prepared the way for considerable improvements in these schools.

49. Grants were also given for the training of teachers outside the province, and there was an increase in the number of trained teachers. There is room, however, for considerable improvement in the staffs of these schools.

Muhammadan Education.

50. The number of Muhammadan pupils under instruction increased from 31,870 to 33,068. There was a slight increase in the number attending Colleges and High Schools, but in Anglo-Vernacular Middle Schools, Vernacular Middle Schools and Primary

Schools, the number of pupils declined. The number attending private institutions increased from 223 to 2,423. This is due to the inclusion in the statistics for the first time this year of pupils attending "Maktabs." The percentage of Muhammadan pupils to the total number of scholars in the Secondary stage of school education was 10·51, in the High School stage 9·63, and in the Middle School stage (English and Vernacular) 10·69.

During the year a site for a new building for the Anjuman High School, Jubbulpore, was selected and the foundation stone laid by the Hon'ble the Chief Commissioner, after whom the school will be named. Plans and estimates for this building were prepared and approved by the Public Works Department, and building operations have commenced. The main building of the Muhammadan High School, Amraoti, has been completed and formally opened by the Hon'ble the Chief Commissioner in the current year.

Proposals were made during the year for spending a part of the recurring Government of India grant of Rs. 10,000 in increasing the staff of Muhammadan Deputy Inspectors of Schools and in making additional provision for teaching Urdu and Persian in Government High Schools. These proposals have been partially carried into effect during the current year by the creation of an additional post of a Muhammadan Deputy Inspector for Berar and of two posts of Persian teachers.

Aboriginal and backward classes.

51. The returns show an increase in the number of pupils under instruction from 35,851 to 36,166. The increase is chiefly noticeable in Chhattisgarh where allotments were made to enable District Councils to open more schools in places with a large Chamar population and to give bonuses to teachers for enrolling Chamar pupils. It is noteworthy that in Drug there were several Chamar assistant masters. In other Divisions there was no distinct advance, though in Berar and Nagpur the question of providing for the educational needs of these classes has been taken up by certain Municipalities and private agencies. In order to encourage these classes to continue their education special scholarships tenable in Colleges, High Schools and Anglo-Vernacular Middle Schools were sanctioned towards the close of the year.

Jain Education.

52. There were 4,644 Jains under instruction. Of these, 4 were in Colleges, 1,186 in Secondary Schools, 3,432 in Primary Schools and 21 in special schools. The great majority of the students of this community attend schools in the Jubbulpore Circle.

Moral and Physical Instruction.

53. Literature and news concerning the war have been distributed among the schools, as was pointed out in the Report for 1914-15. The Inspector of Schools, Jubbulpore, reports that occasional subscriptions are raised for comforts for wounded soldiers. The Inspector of Schools, Berar, considers that the war news summary has been productive of much good, especially in the villages. "The Schoolmaster reads out the news to the assembled villagers and having previously primed himself with the Jagad Vrita proceeds to tell the people exactly what the world is doing and thinking." Apart from these brief references, there is nothing in the reports to indicate the effects of the greatest event in secular history on the minds and character of the people. In one High School which I visited, I discovered a profound ignorance of the origin, history and present circumstances of the war. As far as I can make out, the war has come to be accepted as one of the commonplaces of existence, and, except in so far as it affects prices, has largely lost its interest.

54. A noticeable feature of the year was the progress made by the School Boys' League of Honour which was started two years ago by Mr. R. B. Chapman, Deputy Commissioner of Yeotmal. The League is intended to provide a moral directive force to boys' lives, operating largely through the agency of school sports and games. The first step taken to achieve this object was to encourage games and provide play-grounds and other facilities

for this purpose. Among other sports swimming was encouraged and 200 certificates for proficiency in this useful art were awarded during the year in the Yeotmal District. The movement, however, extends beyond the mere encouragement of games and the provision of facilities for them. Steps have been taken to inculcate a love of Nature in the boys. The Inspector of Schools, Berar Circle, reports that during the last Christmas vacation he met a number of pupils from the Yeotmal High School with a couple of masters on an excursion. "They wandered through the jungle with sketch books and cameras, bathed in the tanks, held swimming races, played water polo and spent the evening in looking at a selection of stereoscopic views which the Deputy Commissioner had lent, and masters and boys slept at night in the Chaudi after a day of clean hard living."

Closely associated with these activities is the inculcation of the spirit of fair play and the necessity of clean living, and out of this has been evolved a simple code of honour. "The laws of the League of Honour are neatly printed and framed and hung on school walls under a portrait of the Prince of Wales, whom the boys regard as their hero. When the laws have been before a school for 6 months the school can be admitted to the League and worthy boys enrolled as members. Twenty-five schools and more than 200 boys have been enrolled." The League, which is non-official in character and dependent on private support and the efforts of the boys themselves for its success, has spread to other districts in Berar and is keenly appreciated by many Indians who take part in public affairs.

55. Courses of first aid for staff and pupils were organized during the year in Colleges and High Schools by the St. John's Ambulance Association in co-operation with the Education Department, and a certain measure of success was attained. The question of establishing courses in hygiene as well as in first aid for teachers only is now under consideration.

56. School discipline was generally satisfactory throughout the year.

57. Owing to the financial stringency only a small sum was allotted for the provision of playing fields, and schemes for acquiring and preparing land for this purpose had to be postponed pending the provision of further funds. A considerable advance has been made in the organization of school games, but the teachers might with advantage take a more active part in them. It is seldom that one finds the teachers themselves playing with the boys. There is nothing like a common interest in games for humanizing school discipline and drawing staff and pupils together. Circle and District reports testify to the development of football and athletic sports in the Vernacular Schools.

Text-book Committee.

58. The number of books submitted for orders was 539, and 297 were sanctioned for use. These were chiefly for library and prize purposes.

Students' Advisory Committee

59. The war has restricted the activities of this Committee. The number of applicants for advice and aid fell from 63 to 44. Only two applicants proceeded to the United Kingdom to the knowledge of the Committee.

General.

60. A revised Grant-in-Aid Code was sanctioned and applied in the course of the year. The general principles laid down in 1911 for the regulation of grants-in-aid are maintained in the revised Code, but certain important changes in the application of these principles have been introduced. These changes may be summarized as follows :—

(i) Under the old rules the quinquennium for which the annual grant was assessed began on the date of each school's admission to aid. For administrative and other reasons it is more convenient, however, to assess the grants of all schools so far as possible at one time, when the resources available are a known quantity

and the requirements of all the institutions which have applied for aid can be comprehensively reviewed. Accordingly it has been laid down that the grants sanctioned to all schools at the beginning or in the course of the same five years' period shall terminate on the same date, and the revision of all such grants will then be undertaken.

(ii) Under the new rules the estimated expenditure and income of each institution for the ensuing quinquennium are considered in the assessment of grants, instead of the actual expenditure and income for the preceding school year. Provision is also made for progressive grants to cover the normal and gradual development of schools during the quinquennium. The grant actually paid, however, is not always the same as the grant assessed for any particular year, but is liable to reduction with reference to the actual income and expenditure of that year. This system is more suitable for the present needs of aided education in these Provinces, where newly established and steadily developing schools claim special attention and gradual growth and improvement are to be aimed at. Under its provisions managers are encouraged to make plans in advance for the systematic development of their schools during each period of five years, and the Education Department has the advantage of knowing in good time the demands that are to be made on its resources The old method of paying grants in quarterly instalments is continued, but the position of managers of newly established schools is improved by the provision that grants may be given to cover the expenses of the year preceding that in which the schools are first admitted to the recurring benefits under the Grant-in-Aid Code.

61. Steps were taken in the course of the year for the much needed revision of the curriculum of Vernacular Schools, and the services of Mr. Spence, Principal of the Training College, Jubbulpore, were placed at the disposal of the Director of Public Instruction for this purpose. As a preliminary step, the preparation of New Readers was commenced, and the Oxford University Press, Bombay, selected for their publication. It is hoped that the new Readers will be introduced before the close of the current year. The two years' contract with the Newul Kishore Press expired in the current year.

62. This report would not be complete without a reference to the attempts which were made to cope with the outbreak of plague in various parts of the province. During the past few years, this epidemic has caused serious interruption to the work of education. Frequently schools and colleges have had to be closed for months at a time. In the year under report, plague broke out in several districts, and instructions were issued by the Department that every effort should be made to keep the schools going whether in temporary structures or in the open air in the neighbourhood of the plague camps which sprang up. In Berar, where the outbreak was especially widespread, a considerable measure of success attended these efforts, and five High Schools and 30 Anglo-Vernacular Middle Schools continued their classes in the open air. In other parts also efforts were made to keep classes going on similar lines. The rural schools generally suffered. A valuable precedent, however, has been created. It is now recognized that the work of instruction should be carried on as far as possible in time of plague, and the administrative officers of the Department are provided with clear instructions with regard to the measures which should be taken to achieve this object.

I have the honour to be,

Sir,

Your most obedient Servant,

C. E. W. JONES,

Offg. Director of Public Instruction.

GOVERNMENT OF INDIA GRANTS.

STATEMENT A.—Showing the increased recurring expenditure since 1911-12 *on objects for which Government of India recurring grants have been made.*

Minor head.	Detailed head.	Items.	Amounts allotted from India grants.	Increased expenditure chargeable to the grants.
			Rs.	Rs.
22-B.—Inspector ...	Staff ...	(*a*) Boys' Schools ...	58,000	75,000
		(*b*) Girls' Schools ...		
22-C.—Government Colleges—General.	Improvement of Colleges ...	...	30,000	80,000
22-D.—Government Colleges, Professional.	Extension of Technical and Industrial Education.	(*a*) Engineering School ...	10,000	67,000
		(*b*) Agricultural College Scholarships.		
22-E.—Government Schools, General.	(1) Secondary Schools ...	(*a*) Boys' Schools Establishment, Hostels.	90,000	91,000
		(*b*) Girls' Schools ...		
	(2) Primary Schools. managed by Government,	Girls' Schools ...	27,000	(*a*) 23,000
	(3) Grants to Local Bodies for Primary Education.	(*a*) Pay and Pensions of Teachers.	3,23,000	3,16,000
		(*b*) Extension of Education :		
	(4) Industrial Education ...	Grants for Industrial Schools ...	(*b*) 3,000	...
22-F.—Government Schools, Special...	Training Schools ...	Normal Schools ...	13,000	42,000
22-G—Grants-in-aid ...	Secondary Schools. ...	(*a*) Secondary Schools ...	59,000	(*c*) 1,20,000
		(*b*) European Schools ...		
22-H—Scholarships ...	Secondary Schools (other than European).	For Muhammadans ...	1,000	25,000
		Total ...	6,14,000	8,39,000

N. B.—The figures in column 5 are based on actuals for 1915-16.
(*a*) The balance is provided for in the current year's estimates.
(*b*) This sum has since been allotted to the Director of Industries as grant-in-aid to the Saugor Industrial School.
(*c*) This includes the sum of Rs. 31,823 on account of a grant to the Rajkumar College.

GOVERNMENT OF INDIA GRANTS.

STATEMENT B.—Showing the non-recurring expenditure during 1915-16 *out of Government of India non-recurring grants.*

Object.	Total allotment.	Non-recurring expenditure up to end of 1914-15.	Expenditure in 1915-16.	Total.	Balance on 31st March 1916.
	Rs.	Rs.	Rs.	Rs.	Rs.
Elementary Schools ... Buildings—Boys ...	6,53,000	3,96,067	1,66,666	5,62,733	90,267
Elementary Schools ... Do. —Girls ...	50,000	10,954	15,114	26,068	23,932
Secondary Schools ... Buildings—Boys ...	3,20,000	1,23,684	1,85,960	3,09,644	10,356
Secondary Schools ... Laboratories ...	95,000	65,285	3,688	68,973	26,027
Secondary Schools ... Hostels ...	1,60,000	1,55,373	*Nil.*	1,55,373	4,627
Secondary Schools ... Play-grounds ...	1,50,000	35,539	11,074	46,613	1,03,387
Secondary Schools ... Special ...	50,000	50,000	*Nil.*	50,000	*Nil.*
European Schools ...	2,16,000	1,18,400	28,250	1,46,650	69,350
Technical ... Engineering ...	70,000	70,000	*Nil.*	70,000	*Nil.*
Technical ... Medical ...	50,000	50,000	*Nil.*	50,000	*Nil.*
Colleges ... Buildings ...	32,000	32,000	*Nil.*	32,000	*Nil.*
Colleges ... Hostels ...	2,36,000	2,16,000	20,000	2,36,000	*Nil.*
Total ...	20,82,000	13,23,302	4,30,752	17,54,054	3,27,946
Amount reserved for hostels of Colleges or Schools, but not yet allotted to particular Institutions.	2,43,000	...	...	...	2,43,000
GRAND TOTAL ...	23,25,000	...	...	...	5,70,946

GOVERNMENT OF INDIA GRANT.

STATEMENT C.—Showing the non-recurring expenditure out of unspent balances of Government of India recurring grants.

Object.	Unspent balances on 31st March 1915.	Amount spent in 1915-16.
	Rs.	Rs.
Elementary Schools—Boys	3,33,080	16,489
Girls' Education	81,850	1,080
Technical and Industrial Education	17,292	3,437
Secondary Schools	15,755	11,982
Muhammadan Education	11,000	21,000
Aided Schools	29,925	4,000
Total. ...	4,88,902	57,928

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EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1915-16.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and Population.					Public Institutions.								Private Institutions.		Grand Total.	Percentage of—	Remarks.
					Collegiate Education.		School Education—General.			School Education—Special.							
Total area in square miles.	Number of towns* and villages.		Population.	Institutions and scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
								Upper.	Lower.								
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
99,823	Towns. British Territory.	112	Males. British Territory.	6,930,392	Institutions. For Males ...	4	3	398	2,812	887	6	19	4,129	15	44	4,188	10·73 Institutions to number of towns and villages.	
	Towns. Native States.	...	Males. Native States.	...													
	Total	... 112	Total	... 6,930,392	For Females ...	...	...	41	226	97	2	3	369	...	9	378	·97	
					Total ...	4	3	439	3,038	984	8	22	4,498	15	53	4,566	11·70	
British Territory	Villages. British Territory.	39,005	Females. British Territory.	6,985,916	Scholars. Males ...	1,081	228	53,625	221,303	34,884	622	565	312,308	476	1,543	314,327	30·25 Male scholars to male population of school-going age †	
Native States	Villages. Native States.	..	Females. Native States.	...													Female scholars to female population of school-going age †	
Total	Total	... 39,005	Total	6,985,916														
	GRAND TOTAL.	39,117	GRAND TOTAL.	13,916,308	Females ...	...	...	2,746	27,273	5,231	59	85	35,394	39	621	36,054	3·44	
					Total ...	1,081	228	56,371	248,576	40,115	681	650	347,702	515	2,164	350,381	16·79	

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent, of the whole population.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction. §							
	Collegiate Education.		School Education, General.			School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	
				Upper.	Lower.			
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions — For Males ...	2,31,526	79,865	11,12,862	12,35,632	1,66,311	91,063	1,17,632	30,34,891
1. Institutions — For Females ...	...	...	50,117	1,65,490	27,145	19,911	8,892	2,71,555
Total	2,31,526	79,865	11,62,979	14,01,122	1,93,456	1,10,974	1,26,524	33,06,446
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—18 to Total Provincial Expenditure on Public Instruction.	7·91	4·80	21 67	9·53	1·44	7· 26	6·88	59·49
(*b*) Percentages* of District Fund Expenditure included in columns 2—18 to Total District Fund Expenditure on Public Instruction.	...	...	12·78	52·97	7·68	...	·01	73·44
(*c*) Percentages* of Municipal Expenditure included in columns 2—18 to Total Municipal Expenditure on Public Instruction.	...	...	29·53	34·63	1·44	...	·28	65·88
(*d*) Percentages of Total Expenditure in columns 2—18 to Total Expenditure on Public Instruction.	4·84	1·67	24·30	29·28	4·04	2·32	2·64	69·09
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions — Cost to Provincial Revenues.	202 4 9	324 6 0	18 12 7	7 10 4	7 12 11	168 14 1	458 0 11	27 2 0
Government Institutions — Cost to District and Municipal Funds.	...	...	0 0 4	0 1 0	0 13 8	...	...	0 1 2
Government Institutions — Total Cost ...	326 9 6	353 6 2	35 3 10	7 12 5	7 15 10	168 14 6	473 5 7	36 14 5
District Fund Schools — Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
District Fund Schools — Cost to District Funds.	...	...	7 10 8	4 13 0	4 10 3	...	...	5 2 6
District Fund Schools — Total Cost ...	...	...	7 10 8	4 13 0	4 10 3	...	...	5 2 6
Municipal Schools — Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Municipal Schools — Cost to Municipal Funds.	...	...	18 11 11	7 0 2	6 5 2	...	...	9 10 10
Municipal Schools — Total Cost ..	...	...	18 11 11	7 0 2	6 5 2	...	...	9 10 10
Aided Institutions — Cost to Provincial Revenues.	14 6 1	...	15 9 10	4 8 8	0 9 2	...	11 3	8 0 10
Aided Institutions — Cost to District and Municipal Funds.	...	...	0 10 10	0 14 3	1 5 3	...	5 6 3	0 15 5
Aided Institutions — Total Cost ...	103 15 9	...	43 14 1	14 2 2	3 9 6	...	112 9 1	24 2 9
Unaided Institutions. Total Cost.	...	...	28 1 11	3 14 3	5 11 4	...	40 8 6	6 3 4
All Institutions — Cost to Provincial Revenues.	118 12 5	324 6 0	5 13 6	0 9 7	0 9 7	168 14 1	92 0 1	2 11 0
All Institutions — Cost to District and Municipal Funds.	...	...	8 5 2	4 9 7	4 2 5	...	1 6 1	4 14 2
All Institutions — Total Cost ...	227 12 5	353 6 2	20 2 11	5 10 6	4 10 11	168 14 6	106 8 0	9 7 6

ERAL TABLE II.

Central Provinces and Berar for the official year 1915-16.

Total Indirect Expenditure on Public Instruction. †								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	63,791	2,36,496	88,629	6,39,392	62,130	2,43,495	13,33,933	43,60,868	
...	...	37,935	7,357	35,104	3,336	61,469	1,45,201	4,16,756	
...	63,791	2,74,431	95,986	6,74,496	65,466	3,04,964	14,79,134	47,85,580	
...	4·17	17·52	5·60	3·79	2·12	7·31	40·51	100	
...	...	·38	·06	23·80	·77	1·55	26·56	100	
...	...	...	·77	26·30	1·73	5·32	34·12	100	
...	1·33	5·74	2·01	14·09	1·37	6·37	30·91	100	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

Fraction of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public					
	Under Public Management.					
	Managed by Government.				Managedic by District	
	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
COLLEGIATE EDUCATION.						
ARTS COLLEGES.						
English	3	589	565	452	...	...
Oriental	...	...	...	..	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	1	92	92	74	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	1	77	75	71	...	...
Agriculture	1	59	59	58	...	...
Total ...	6	817	791	655	...	...
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys — High Schools... ...	18	2,327	2,381	2,121	4	366
For Boys — Middle Schools. English ...	41	5,655	5,906	5,052	44	5,001
For Boys — Middle Schools. Vernacular	5	561	541	456	184	31,411
For Girls — High Schools... ..	1	4	4	4	...	...
For Girls — Middle Schools. English ..	1	34	36	24	...	...
For Girls — Middle Schools. Vernacular	9	894	953	624	...	...
Total ...	75	9,475	9,821	8,281	232	36,778
PRIMARY SCHOOLS.						
For Boys — Upper	9	974	980	791	2,594	218,654
For Boys — Lower	2	242	234	198	578	27,434
For Girls — Upper	161	10,060	10,026	6,753	1	27
For Girls — Lower	49	2,186	2,178	1,450	...	...
Total ...	221	13,462	13,418	9,192	3,173	246,115
SCHOOL EDUCATION, SPECIAL.						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools for Masters ...	6	622	595	566	...	...
Training Schools for Mistresses ...	2	59	62	56	...	...
Schools of Art ...	...	...	...	...	..	...
Law Schools ..	...	...	...	..	...	...
Medical Schools ...	1	39	39	33	...	...
Engineering and Surveying Schools ...	1	24	25	19	...	...
Technical and Industrial Schools ...	1	54	54	41	...	...
Commercial Schools ...	...	...	..	...	...	...
Agricultural Schools .	...	..	..	...	...	...
Reformatory Schools ...	1	50*	47	45	...	...
Other Schools	1	29	29	29	...	...
Total ...	13	877	851	789	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	315	24,631	24,881	18,917	3,405	282,893
PRIVATE INSTITUTIONS.						
1.—Advanced teaching—	...	...	...	...	...	...
(a) Arabic or Persian ...	...	...	...	...	...	...
(b) Sanskrit	...	...	...	..	...	...
(c) Any other Oriental Classic ..	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly. For Boys...	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly. For Girls...	...	...	...	...	...	...
3.—Elementary, teaching the Koran. For Boys...	...	...	...	...	...	...
3.—Elementary, teaching the Koran. For Girls..	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards. For Boys...	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards. For Girls .	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	...	...	...	...	...	...

I.—For the purposes of columes 20, 21 and 22, the language through which instruction is imparted should be adopted as the basis a Classical or Vernacular language does not form part of their curriculum. The term classical language in column 21

II.—Mixed schools should be shown as boys' schools or as girls' schools according as the number of boys or of girls is greater.

III.—Where boys and girls attend the same schools the number of girls in boys' schools and the number of boys in girls' schools

* Includes 10 boys who have passed

ERAL TABLE III.

Provinces and Berar for the official year 1915-16.

Institutions.

		Under private management.							
or Municipat Boards.		Aided by Government or by District Municipal Boards.				Unaided.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	1	492	452	400	...	...	...	...
...	...	..	..	..	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	..	...	...	...	...
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	1	492	452	400	...	...	...	...
377	316	19	1,887	1,945	1,674	2	53	54	46
5,240	4,282	52	4,521	4,642	3,853	15	725	762	585
31,838	23,691	12	1,441	1,495	1,146	2	140	141	112
...	..	6	52	46	41	...	...	...	...
..	...	10	286	266	246	...	...	...	...
...	...	14	1,013	1,000	783	...	...	..	...
37,455	28,289	113	9,200	9,394	7,743	19	918	957	743
217,908	157,401	132	9,666	9,579	7,505	77	4,960	5,173	3,499
28,704	21,381	169	4,639	4,771	3,821	138	3,988	3,795	2,690
31	17	61	4,050	3,968	2,863	3	185	145	104
...	...	16	606	619	404	32	1,020	1,000	738
246,643	178,799	378	18,961	18,937	14,593	250	10,153	10,113	7,031
...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...
...	.	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	...	8	231	274	235	1	46	45	41
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	2	20	18	12	6	157	147	134
...	...	10	251	292	247	7	203	192	175
284,098	207,088	502	28,904	29,075	22,983	276	11,274	11,262	7,949
...	...	...	...	...	...	...	...	...	...
...	..	..	...	...	...	6	279	246	162
...	...	...	...	...	...	9	236	246	191
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	43	1,529	1,518	1,420
...	...	...	...	...	...	8	527	514	487
..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	88	95	70
...	...	...	...	...	...	1	20	21	18
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	68	2,679	2,640	2,348
...	...	...	...	...	...	344	13,953	13,902	10,297

of classification for Colleges or Departments of Colleges for professional training and such special schools where the study of English or includes European and Oriental classical languages.

should be shown in columns 32 and 33, respectively.
the Primary Examination.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.			Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on 31st March learning.			Classification of Scholars on the	
					English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.
1			18	19	20	21	22	23	24
ARTS COLLEGES.									
Collegiate Education.	English	...	4	1,081	1,081	517	154	18	11
	Oriental	...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
	Law	...	1	92	92	...	...	2	...
	Medicine	...	...	...	...	...	...	..	...
	Engineering	...	...	...	...	...	...	...	...
	Teaching	...	1	77	77	...	61	...	3
	Agriculture	...	1	59	59	...	...	...	...
	Total	...	7	1,309	1,309	517	215	20	14
SECONDARY SCHOOLS.									
School Education, General.	For Boys — High Schools	...	43	4,633	4,633	2,694	2,063	63	75
	For Boys — Middle Schools — English	...	152	15,902	15,902	1,469	15,633	223	279
	For Boys — Middle Schools — Vernacular	...	203	33,553	35	...	33,553	...	537
	For Girls — High Schools	...	7	56	56	33	25	31	15
	For Girls — Middle Schools — English	...	11	320	320	159	157	156	111
	For Girls — Middle Schools — Vernacular		23	1,907	...	...	1,907	...	639
	Total	...	439	56,371	20,946	4,355	53,338	473	1,656
	PRIMARY SCHOOLS.								
	For Boys — Upper	..							
	For Boys — Lower	...	2,812	234,254	314	115	234,065	274	1,181
	For Girls — Upper	...	887	36,303	...	...	36,303	...	207
	For Girls — Lower	...	226	14,322	867	146	13,455	810	585
			97	3,812	3	...	3,812	...	77
	Total	...	4,022	288,691	1,184	261	287,735	1,084	2,050
	SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special.	Training Schools for Masters	...	6	622	...	93	622	...	9
	Training Schools for Mistresses	...	2	59	...	...	59	...	10
	Schools of Art	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...
	Medical Schools	...	1	39	39	..	...	...	...
	Engineering and Surveying Schools	...	1	24	...	...	...	5	...
	Technical and Industrial Schools	...	10	331	76	...	255	...	238
	Commercial Schools	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...
	Reformatory Schools	...	1	50	...	...	50	...	2
	Other Schools	...	9	206	...	157	49	...	...
	Total	...	30	1,331	115	250	1,035	5	259
Total of Colleges and Schools of Public Instruction.			4,498	347,702	23,554	5,383	342,323	1,582	3,979
Private Institutions.	1.—Advanced teaching—								
	(a) Arabic or Persian	...	6	279	...	279	...	...	...
	(b) Sanskrit	...	9	236	...	236	...	...	...
	(c) Any other Oriental Classic	...	...	...	...	...	..	...	...
	2.—Elementary, teaching a Vernacular only or mainly. For Boys		43	1,529	...	...	1,529	...	...
	2.—Elementary, teaching a Vernacular only or mainly. For Girls		8	527	...	...	527	...	...
	3.—Elementary, teaching the Koran. For Boys		...	...	...	...	...	...	...
	3.—Elementary, teaching the Koran. For Girls		1	88	...	...	88	...	...
	4.—Other Schools not conforming to Departmental Standards. For Boys		1	20	...	...	20	...	...
	4.—Other Schools not conforming to Departmental Standards. For Girls		...	...	...	...	...	...	...
	Total	...	68	2,679	..	155	2,164	...	...
	Grand Total	...	4,566	350,381	23,554	5,898	344,487	1,582	3,979

ERAL TABLE III

Provinces and Berar for the official year 1915-16.—(Concld.)

31st March according to Race or Creed.

Brahmans.	Non-Brahmans.	Mohamedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
25	26	27	28	29	30	31	32	33	34
741	238	61	2	8	...	2	...	...	
...	...	...	...	...	...	...	...	...	
73	14	...	...	...	...	...	...	...	
...	...	3	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
62	9	3	...	...	...	...	...		
29	28	2	...	...	...	...	...	...	
905	289	69	2	8	...	2	...	...	
2,433	1,569	443	31	18	...	1	3	...	
5,615	7,701	1,915	53	34	32	50	15	...	
4,487	24,306	2,824	305	3	390	701	452	...	
3	5	...	...	2	...	...	...	...	
27	17	...	...	6	...	3	...	3	
425	649	164	1	1	8	20	...	4	
12,990	34,247	5,346	390	64	430	775	470	7	
19,931	1,63,812	20,058	782	34	15,531	12,65 1	13,251	...	
1,319	26,120	2,621	101	...	4,170	1,765	1,426	...	
2,938	7,956	1,244	68	42	232	447	...	300	
555	1,792	1,191	30	50	47	70	...	7	
24,743	1,99,680	25,114	981	126	19,980	14,933	14,677	307	
197	336	74	...	...	...	6	...	...	
8	38	1	2	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
21	5	3	1	...	...	9	...	...	
11	5	3	...	...	...	...	...	...	
11	54	8	...	...	...	20	...	...	
...	...	..	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
1	25	10	1	...	5	6	...	...	
167	18	17	2	2	...	...	5	...	
416	481	116	6	2	5	41	5	...	
39,054	2,34,697	30,645	1,379	200	20,415	15,751	15,152	314	
...	..	279	...	...	...	...	39	...	
225	11	...	...	...	...	...	...	...	
...	...		...	...	...	...	...	...	
...	...	1,529	...	...	...	...	6	...	
...	...	527	...	...	...	...	...	...	
...	...	..	...	...	...	...	—	...	
...	...	88	...	...	...	...	...	...	
20	...	...	...	...	...	...	...	—	
...	...	..	...	...	...	..	...	...	
245	11	2,423	...	...	...	...	45	...	
39,299	2,34,708	33,068	1,379	200	20,415	15,751	15,197	314	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1915-16.

Class of Institutions.			Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
					Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.											
ARTS COLLEGES.											
English	Male	...	18	11	741	238	61	2	8	...	2
	Female	...	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.											
Law	Male	...	2	...	73	14	3	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	..	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	3	62	9	3	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	29	28	2	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
	Total	...	20	14	905	289	69	2	8	...	2
SCHOOL EDUCATION—GENERAL.											
SECONDARY SCHOOLS.											
For Boys.											
High Schools	Male	...	61	75	2,432	1,569	443	31	18	...	1
	Female	...	2	...	1	...	...	...	...	...	...
Middle Schools—											
English	Male	...	211	277	5,614	7,701	1,915	53	34	32	50
	Female	...	12	2	1	...	...	...	...	...	...
Vernacular	Male	...	...	514	4,378	24,026	2,797	297	3	390	696
	Female	...	...	23	109	280	27	8	...	...	5
For Girls.											
High Schools	Male	...	31	15	3	5		...	2	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Middle Schools—											
English	Males	...	3	...	...	...	...	...	...	...	...
	Female	...	153	111	27	17	...	...	6	...	3
Vernacular	Male	...	...	4	...	...	...	...	...	...	...
	Female	...	...	635	425	649	164	1	1	8	20
	Total	...	473	1,656	12,990	34,247	5,346	390	64	430	775

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified acording to Sex, Race or Creed for the official year 1915-16.—(Contd.)

Class of Institutions.			Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
					Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—GENERAL— (*Concld.*)											
PRIMARY SCHOOLS.											
For Boys ... Upper ...	Male	...	260	1,055	18,867	154,596	19,650	756	33	14,099	11,687
	Female	...	14	126	1,064	9,216	408	26	1	1,432	964
Lower ...	Male	...	...	191	1,254	25,272	2,479	101	...	3,913	1,667
	Female	...	...	16	65	848	142	...	...	257	98
For Girls ... Upper ...	Male	...	245	6	8	25	1	...	15	...	...
	Female	...	565	579	2,930	7,931	1,243	68	27	232	447
Lower ...	Male	...	...	...	...	7	...	...	...	...	...
	Female	...	...	77	555	1,785	1,191	30	50	47	70
	Total	...	1,084	2,050	24,743	199,680	25,114	981	126	19,980	14,933
SCHOOL EDUCATION—SPECIAL.											
SCHOOLS FOR SPECIAL INSTRUCTION.											
Training Schools ...	Male	...	...	9	197	336	74	...	...	...	6
	Female	...	...	10	8	38	1	2	...	...	...
Schools of Arts ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male	..	...	..	21	5	3	1	...	...	9
	Female	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	5	...	11	5	3	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male	...	...	158	11	54	8	...	...	...	20
	Female	...	...	80	...	...	...	...	...	...	...
Reformatory Schools ...	Male	...	...	2	1	25	10	1	...	5	6
	Female	...	...	...	...	...	...	...	...	...	...
Other Schools ...	Male	...	...	...	166	18	17	...	...	...	...
	Female	...	...	...	1	...	...	2	2	...	...
	Total	...	5	259	416	481	116	6	2	5	41
Total of Colleges and Schools of Public Instruction.			1,582	3,979	39,054	234,697	30,645	1,379	200	20,415	15,751

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1915-16.—(Concld.)

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL—(*Concld.*)										
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian ...	Male	...	...	...	...	240	...	...	...	...
	Female	...	...	...	...	39	...	...	...	...
(*b*) Sanskrit ...	Male	...	...	225	11	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	..	...	...	...	...
2.—Elementary Teaching—A Vernacular only or mainly—										
For Boys ...	Male	...	...	...	...	15'23	...	...	...	...
	Female	...	...	...	...	6	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	527	...	...	...	...
3.—Elementary Teaching—the Koran only—										
For Boys ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	88	...	...	...	...
Other Scchools not conforming to Departmental Standards—										
For Boys ...	Male	...	...	20	...	...	...	...	...	...
	Female	...	...	...	...	...	...	..	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	—	...	...	...
Total of Private Institutions		...	...	245	11	2,423	...	...	...	...
GRAND TOTAL		1,582	3,979	39,299	234,708	33,068	1,379	200	20,415	15,751

GENERAL TABLE IV.

Return of Expenditure on Public Instruction in the Central

	Objects of expenditure.	Public						
		Under Public						
		Managed by Government.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	3	4	5	6	7	8
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	ARTS COLLEGES.							
Collegiate Education.	English ...	1,14,297	...	...	40,919	1,048	28,261	1,84,525
	Oriental ...	...	...	...	..	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law ...	1,333	...	...	6,556	...	...	7,889
	Medicine ...	...	...	...	...	...	...	...
	Engineering ...	...	...	...	...	...	...	..
	Teaching ...	44,980	...	...	...	...	...	44,980
	Agriculture ...	26,996	...	...	...	..	...	26,996
	Total ...	1,87,606	...	...	47,475	1,048	28,261	2,64,390
	SECONDARY SCHOOLS.							
School Education, General.	For boys. High Schools ...	51,479	...	...	87,058	100	114	1,38,751
	For boys. Middle Schools English ...	1,01,253	...	...	73,337	572	88	1,75,250
	For boys. Middle Schools Vernacular ...	15,373	...	...	279	...	...	15,652
	For girls High Schools ...	1,015	...	...	...	...	...	1,015
	For girls Middle Schools English ...	6,459	...	...	..	...	...	6,459
	For girls Middle Schools Vernacular ...	8,937	...	18	...	16	...	8,971
	Total ...	1,84,516	...	18	1,60,674	688	202	3,46,098
	PRIMARY SCHOOLS.							
	For boys ... Upper ...	7,991	...	456	399	...	360	9,206
	For boys ... Lower ...	411	...	200	...	...	240	851
	For girls ... Upper ...	76,141	...	217	...	82	...	76,440
	For girls ... Lower ...	18,424	...	...	...	...	...	18,424
	Total ...	1,02,967	...	873	399	82	600	1,04,921
	SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special.	Training Schools for Masters ...	91,044	...	...	...	...	19	91,063
	Training Schools for Mistresses ...	19,911	...	...	...	...	...	19,911
	School of Arts ...	...	...	...	...	...	...	...
	Law Schools ..	...	...	...	...	...	...	...
	Medical Schools ...	14,532	...	...	568	...	...	15,100
	Engineering and Surveying Schools ...	24,740	...	...	...	...	...	24,740
	Technical and Industrial Schools ...	14,683	...	...	...	...	...	14,683
	Commercial Schools ...	...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...	...
	Reformatory Schools ...	16,172	...	...	...	...	...	16,172
	Other Schools ...	18,736	...	...	2,400	...	...	21,136
	Total ...	1,99,818	..	...	2,968	...	19	2,02,805
	Buildings ...	4,937	...	...	...	...	...	4,937
	Furniture and apparatus (special grants only) ...	25,480	...	...	523	454	50	26,507
	Total ...	30,417	...	...	523	454	50	31,444
	University ...	...	...	...	...	...	...	...
	Direction ...	...	...	...	...	...	...	...
	Inspection ...	...	...	...	...	...	...	...
	Scholarships held in .. Arts Colleges ...	...	...	...	...	...	...	...
	Scholarships held in .. Medical Colleges ...	...	...	...	...	..	...	...
	Scholarships held in .. Professional Colleges ..	...	...	...	...	...	...	...
	Scholarships held in .. Secondary Schools ...	...	...	...	...	...	...	..
	Scholarships held in .. Primary Schools ...	...	...	...	...	...	...	...
	Scholarships held in .. Medical Schools ...	...	...	...	...	...	...	...
	Scholarships held in .. Technical and Industrial Schools.	...	...	...	...	...	..	...
	Scholarships held in .. Other special schools ...	...	..	...	...	...	...	...
	Miscellaneous ...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
	Total Expenditure on Public Instruction ...	7,05,324	...	891	2,12,039	2,272	29,132	9,49,658

N. B.—*Column 10.—This includes Rs. 8,91,934
* Column 11.—Includes Rs. 89,130

I.—Fraction of a rupee are to be omitted.

II.—If the income of any school managed by the Government or by District or Municipal Boards exceeds the expenditure the return of Government (or from fees or other private sources alone exceeds expenditure, the excess income and the sources from which it is derived should be shown in

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of endowments, Revenues and from Local and Municipal Funds should be shown in full.

VI.—In calculaing the expenditure from Provincial Revenues or any other Fund all payments or contribution from fees or other sources credited to that

V.—The expenediture under 'University', 'Direction', 'Inspection', 'Scholarships' and 'Miscellaneous' shouldbe shown only in columns 27 to 33 and not in

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools not under the head of Scholarships.

ERAL TABLE IV.

Provinces and Berar for the official year 1915-16.

Institutions.								
management.							Under Private management.	
	Managed by District or Municipal Boards.						Aided by Government or by District or Municipal Boards.	
Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	..	...	...	...	...	6,500	..
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	6,500	...
...	...	21,564	...	...	...	21,564	49,354	...
...	14,903	1,06,568	...	...	...	1,21,471	82,363	...
...	2,09,625	25,111	...	...	...	2,34,736	4,305	...
..	...	...	...	...	...	...	6,274	...
...	...	...	...	...	...	...	4,398	...
..	...	...	...	...	...	...	...	...
...	2,24,528	1,53,243	...	...	...	3,77,771	1,46,694	...
...	9,29,237	1,73,883	...	...	...	1,103,120	28,381	786
...	1,28,028	7,143	...	...	..	1,35,171	1,760	6,794
...	246	20	...	...	...	266	33,172	24
...	...	...	...	...	...	...	1,333	...
...	10,57,511	1,81,046	...	...	..	12,38,557	64,646	7,604
...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	15,548	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	750	100
...	...	..	...	...	...	...	16,298	100
...	4,18,133	1,40,889	...	...	...	5,59,022	52,920	...
...	13,426	9,138	...	...	...	22,564	6,990	...
...	4,31,559	1,50,027	...	...	...	5,81,586	59,910	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	..	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	17,13,598*	4,84,316*	...	...	...	21,97,914	2,94,048	7,704

rom Provincial and Imperial special grants.
rom Provincial and Imperial grants.

District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school being thus equalized. In such school the income the column of Remarks,
subscriptions, and other sources; or, if the receipts from those sources are insufficient, from the sub-head of Fees also. The actual receipts from Provincial

Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong.
the preceding columns.

Return of Expenditure on Public Instruction in the Central

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.—(*Concld.*)					Un	
	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	18	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
ARTS COLLEGES.							
English ...	...	30,493	10,008	...	47,001	...	...
Oriental ...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law ...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...
Teaching ...	...	...	...	...	...	...	...
Agriculture ...	...	...	..	...	...	...	...
Total ...	...	30,493	10,008	...	47,001	...	...
SCHOOL EDUCATION, GENERAL.							
SECONDARY SCHOOLS.							
For boys. High Schools ...	600	69,882	16,540	12,551	1,48,927	1,316	2,100
For boys. Middle Schools. English ...	3,948	83,796	8,335	36,204	2,14,646	7,789	1,113
For boys. Middle Schools. Vernacular ...	...	883	...	9,764	14,952	387	...
For girls. High Schools ...	...	1,971	4,273	2,088	14,606	...	...
For girls. Middle Schools. English ...	...	..	..	..	...	...	...
For girls. Middle Schools. Vernacular ...	602	272	1,622	12,172	19,066	...	...
Total ...	5,150	1,56,804	30,770	72,779	4,12,197	9,492	3,213
PRIMARY SCHOOLS.							
For boys ... Upper ...	7,608	13,768	7,135	45,604	1,03,372	2,162	1,551
For boys ... Lower ...	276	3571	323	3,271	15,995	3,631	2,439
For girls ... Upper ...	3,528	14,905	1,602	34,806	88,037	...	..
For girls ... Lower ...	100	...	566	1,439	3,438	...	2,017
Total ...	11,602	32,244	9,626	85,120	2,10,842	5,793	6,007
SCHOOL EDUCATION, SPECIAL.							
SCHOOLS FOR SPECIAL INSTRUCTION.							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...
School of Arts ...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	1,400	...	...	12,967	29915	...	...
Commercial Schools ...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ..	...	...	...	...	...	...	...
Other Schools ...	75	169	...	1,860	2,954	...	...
Total ..	1,475	169	...	14,827	32,869	...	...
Buildings ..	209	...	620	54,731	1,08,480	...	438
Furniture and apparatus (special grants only) ...	136	...	1,509	7,269	15,904	...	9
Total ..	345	...	2,129	62,000	1,24,384	...	447
University ..	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...
Scholarships held in... Arts Colleges ...	...	...	...	...	...	...	...
Scholarships held in... Medical Colleges ...	...	..	...	...	...	...	...
Scholarships held in... Professional Colleges ...	.	...	...	...	...	...	...
Scholarships held in... Secondary Schools ...	...	...	...	...	...	...	...
Scholarships held in... Primary Schools ..	...	...	...	...	...	...	...
Scholarships held in... Medical Schools ...	...	...	...	..	...	...	...
Scholarships held in... Technical and Industrial Schools.	...	...	...	...	...	...	...
Scholarships held in... Other special schools ...	..	...	..	...	...	...	...
Miscellaneous ...	...	...	..	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	18,572	2,19,710	52,533	2,34 726	8,27,793	15,285	9,667

I.—Fraction of a rupee are to be omitted.
II.—If the income of any school managed by the Government or by District or Municipal Boards exceeds the expenditure, the return of Government (or from fees or other private sources alone exceeds expenditure the excess income and the sources from which it is derived should be shown in the
III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of endowments, Revenues and from Local and Municipal Funds should be shown in full.
IV.—In calculating the expenditure from Provincial Revenues or any other Fund all payments or contribution from fees or other sources credited to that
V.—The expenditure under 'University,' 'Direction,' 'Inspection,' 'Scholarships,' and 'Miscellaneous' should be shown only in columns 27 to 33 and not
VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools not under the head of Scholarships.

Provinces and Berar for the official year 1915-16—(Concld.)

Institutions. management. aided.		Total Expenditure from							Remarks.
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources. Private.	All other sources. Public.	Grand Total.	
25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	1,20,797	...	...	71,412	39,317	...	2,31,526	
...	...	...	...	...	...	...	...	...	
...	...	1,333	...	...	6,556	...	...	7,889	
...	...	...	...	...	...	...	.	...	
...	...	...	...	...	...	...	...	...	
...	...	44,980	...	..	...	...	...	44,980	
...	...	26,996	...	...	...	...	..	26,996	
...	...	1,94,106	...	...	77,968	39,317	...	3,11,391	
3,933	7,349	1,00,833	...	22,164	1,58,256	35,338	....	3,16,591	
9,407	18,309	1,81,616	14,903	1,10,516	1,64,922	55,719	...	5,29,676	
868	1,255	19,678	2,09,625	25,111	1,549	10,632	...	2,66,595	
...	...	7,289	...	...	1,971	6,361	...	15,621	
...	...	6,459	...	...	...	...	...	6,459	
...	...	13,335	...	620	272	13,810	...	28,037	
14,208	26,913	3,31,210	2,24,528	1,58,411	3,26,970	1,21,860	...	11,62,979	
16,221	19,934	36,372	9,30,023	1,82,037	16 329	70,871	....	12,35,632	
8,224	14,294	2,171	1,34,822	7,619	7,202	14,497	...	1,66,311	
747	747	1,09,313	270	3,765	14,905	37,237	...	1,65,490	
3,266	5,283	19,757	...	100	...	7,288	...	27,145	
28,458	40,258	1,67,613	10,65,115	1,93,521	38,436	1,29,893	...	15,94,578	
...	...	91,044	...	...	...	19	...	91,063	
...	..	19,911	...	...	...	...	...	19,911	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	
...	...	14,532	...	...	568	...	...	15,100	
...	...	24,740	...	...	...	...	...	24,740	
1,824	1824	30,231	...	1,400	...	14,791	...	46,422	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	
...	...	16.172	...	...	...	...	...	16,172	
...	...	19,486	100	75	2,569	1,860	...	24,090	
1,824	1,824	2,16,116	100	1,475	3,137	16,670	...	2,37,498	
1,619	2,057	57,857*	4,18,133	1,41,098	...	57,408	...	6,74,496	* Excludes Rs. 2,64,017 on acount of special grants spent through the Public Works and Agriculture Departments.
482	491	32,470	13,426	9,274	523	9,773	...	65,466	
2,101	2,548	90,327	4,31,559	1,50,372	523	67,181	...	7,39,962	
...	...	...	...	..	...	...	...	...	
...	...	63,791	...	...	..	...	...	63,791	
...	...	2,67,717	6,714	...	...	...	...	2,74,431	
...	...	10,332	...	...	...	2,380	...	12,712	
.	...	..	...	...	...	...	..	...	
...	...	7,299	...	...	...	...	...	7,299	
...	...	57,277	688	4,149	...	1,890	..	64,004	
...	..	2,390	...	...	...	24	...	2,414	
...	...	2,843	...	...	...	...	...	2,843	
...	...	2,646	250	...	...	1,076	...	3,972	
...	...	2,742	...	...	...	...	..	2,742	
...	...	1,11,682	27,251	28,545	92,225	45.261	...	†3,04,964	† Includes Rs. 1,86,525 on account of hostel expenditure.
...	...	5,28,719	34,903	32,694	92,225	50,631	...	7,39,172	
46,591	71,543	15,28,091	17,56,205	5,36,473	5,39,259	4,25,552	...	47,85,580	

District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school be ing thus equalized. If in such school the income column of Remarks.
subscriptions, and other sources; or if the receipts from those sources are insufficient, from the sub-head of Fees also. The actual receipts from Provincia

Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong.
in the preceding columns.

Return of Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	59	7,982	2,326	1	2,327	5,654	1	5,655
		Vernacular	5	561	...	...	...	111	...	111
	District Fund	English	8	565	...	...	...	565	...	565
		Vernacular	169	28,119	...	...	...	5,214	2	5,216
	Municipal	English	40	4,802	366	...	366	4,436	...	4,436
		Vernacular	15	3,292	...	...	...	590	...	590
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...		...	...
	Aided	English	71	6,408	1,885	2	1,887	4,507	14	4,521
		Vernacular	12	1,441	...	...	...	226	2	228
	Unaided	English	17	778	53	...	53	725	...	725
		Vernacular	2	140	...	...	...	13	...	13
	Total		398	54,088	4,630	3	4,633	22,041	19	22,060
For Girls	Departmental	English	2	38	...	4	4	...	34	34
		Vernacular	9	894	...	...	...	...	64	64
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	16	338	...	52	52	3	283	286
		Vernacular	14	1,013	...	...	...	...	147	147
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		41	2,283	...	56	56	3	528	531
TOTAL SECONDARY SCHOOLS			439	56,371	4,630	59	4,689	22,044	547	22,591
PRIMARY SCHOOLS.										
For Boys	Departmental		11	1,216	...	...	...	...	...	...
	District Fund		2,999	2,20,342	...	...	...	...	...	...
	Municipal		173	25,746	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		301	14,305	...		...	5	...	5
	Unaided		215	8,948	...	...	...	...	...	...
	Total		3,699	2,70,557	...	...	...	5	...	5
For Girls	Departmental		210	12,246	...	...	...	...	...	...
	District Fund		1	27	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		77	4,656	...	...	...	...	...	...
	Unaided		35	1,205	...	...	...	...	3	3
	Total		323	18,134	...	...	...	...	3	3
TOTAL PRIMARY SCHOOLS			4,022	288,691	...	...	...	5	3	8
GRAND TOTAL			4,461	345,062	4,630	59	4,689	22,049	550	22,599

NOTE.—The number of girls shown in this table should correspond with the
Mixed schools should be entered as boys' schools or girls' schools.

Education in the Central Provinces and Berar at the end of the official year 1915-16.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	7,980	2	7,982
93	...	93	286	...	286	71	...	71	561	...	561
...	...	...	...	...	...	...	...	...	565	...	565
4,063	13	4,076	13,529	203	13,732	4,891	204	5,095	27,697	422	28,119
...	...	...	...	...	...	...	...	...	4,802	...	4,802
450	...	450	1,583	...	1,583	669	...	669	3,292	...	3,292
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	6,392	16	6,408
154	1	155	668	10	678	372	8	380	1,420	21	1,441
...	...	...	...	...	...	...	...	...	778	...	778
12	...	12	47	7	54	59	2	61	131	9	140
4,772	14	4,786	16,113	220	16,333	6,062	214	6,276	53,618	470	54,088
...	...	...	...	...	...	...	...	...	...	38	38
...	106	106	...	475	475	...	249	249	...	894	894
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3	335	338
...	117	117	2	443	445	2	302	304	4	1,009	1,013
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	223	223	2	918	920	2	551	553	7	2,276	2,283
4,772	237	5,009	16,115	1,138	17,253	6,064	765	6,829	53,625	2 746	56,371
85	...	85	684	...	684	447	...	447	1,216	...	1,216
26,370	553	26,923	123,315	6,715	130,030	56,836	6,553	63,389	206,521	13,821	220,342
4,168	4	4,172	15,852	41	15,893	5,638	43	5,681	25,658	88	25,746
...	...	...	...	...	...	...	...	...	...	...	...
1,343	12	1,355	8,618	133	8,751	4,079	115	4,194	14,045	260	14,305
469	6	475	4,435	168	4,603	3,536	334	3,870	8,440	508	8,948
32,435	575	33,010	152,904	7,057	159,961	70,536	7,045	77,581	255,880	14,677	270,557
..	819	819	...	6,451	6,451	...	4,976	4,976	...	12,246	12,246
...	2	2	...	9	9	...	16	16	...	27	27
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
36	590	626	188	2,058	2,246	83	1,701	1,784	307	4,349	4,656
...	11	11	...	497	497	...	694	694	...	1,205	1,205
36	1,422	1.458	188	9,015	9,203	83	7,387	7,470	307	17,827	18,134
32,471	1,997	34,468	153,092	16,072	169,164	70,619	14,432	85,051	256,187	32,504	288,691
37,243	2,234	39,477	169,207	17,210	186,417	76,683	15,197	91,880	309,812	35,250	345,062

number returned under Primary and Secondary Schools in General Forms I and III.

according as the number of boys or of girls is greater.

Return showing the Results of Prescribed Examination in the

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.
1	2	3	4	5	6	7	8	9	10	11	12
ARTS COLLEGES—											
1. Master of Arts ... Final	1	...	...	1	6	...	...	...	6	5	...
1. Master of Arts ... Previous	1	1	...	2	7	3	...	6	16	5	2
2. Bachelor of Arts	2	1	...	3	101	63	...	15	179	38	19
3. B. Sc.	2	...	...	2	13	9	...	...	22	6	4
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	2	1	...	3	178	155	...	26	359	92	56
4. Previous Examination	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—											
1. Master of Oriental learning	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning	...	...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...	...	...
Do. Persian	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
Do. do. Arabic	...	...	...	...	...	...	...	...	...	...	...
Do. do. Persian	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
Do. do. Arabic	...	...	...	...	...	...	...	...	...	...	...
Do. do. Persian	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—											
LAW—											
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law ... Final	1	...	...	1	83	...	...	...	83	37	...
3. Bachelor of Law ... Previous	1	...	...	1	117	...	...	...	117	33	...
MEDICINE—											
1. M. D.	...	...	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...	...	...
4. First L. M.	...	...	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...	...	...
5. First L. S.	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...	...	...

ERAL TABLE VI.

Central Provinces and Berar during the official year 1915-16

passed.			Race or creed of passed Scholars.									Remarks.
Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Gonds and other aboriginals.	Others.	
					Brahmins.	Non-Brahmins.						
13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	5	...	...	3	2	...	...	...	...	...	
...	5	12	2	...	6	3	1	...	...	...	...	
...	5	62	2	...	40	17	3	...	...	...	...	
...	...	10	...	...	8	2	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	14	162	1	1	91	52	15	...	2	...	...	
...	...	...	...	...	...	...	...	...	...

Return showing the Results of Prescribed Examination in the

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.
1	2	3	4	5	6	7	8	9	10	11	12
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)											
ENGINEERING—											
1. M. C. E. ...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...	...	...
TEACHING—											
1. Licentiating in Teaching ...	1	...	...	1	11	...	...	...	11	10	...
SCHOOLS FOR GENERAL EDUCATION—											
Matriculation ... Boys ...	18	16	1	35	608	526	4	145	1,283	268	174
Matriculation ... Girls ...	...	3	1	4	...	14	3	1	18	...	4
School Leaving Certificate Examination. Boys ...	19	12	1	32	612	390	4	...	1,006	178	166
School Leaving Certificate Examination. Girls ...	...	...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ...	...	...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Girls ...	...	...	...	...	...	...	...	...	...	...	...
Middle School Examination for Europeans. Boys ...	...	4	...	4	...	32	...	...	32	...	9
Middle School Examination for Europeans. Girls ...	...	6	..	6	...	36	...	...	36	...	16
High School Scholarship Examination. Boys ...	...	...	...	...	...	...	...	...	...	...	...
High School Scholarship Examination. Girls ...	...	...	...	...	...	...	...	..	...	...	...
Primary Examination ... Boys ...	2,671	114	54	2,839	27,616	1,027	349	25	29,017	17,832	785
Primary Examination ... Girls ...	137	48	3	188	583	260	9	2	854	442	160
SCHOOL FOR SPECIAL INSTRUCTION—											
1. Training School Examination for Masters. Upper ...	1	...	...	1	23	...	...	...	23	23	...
1. Training School Examination for Masters. Lower ...	34	1	1	36	533	15	8	171	727	432	5
2. Training School Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses. Lower ...	2	6	...	8	20	32	...	8	60	14	19
3. School of Art Examination. Boys ...	71	24	1	96	947	323	4	10	1,284	583	176
3. School of Art Examination. Girls ...	...	1	...	1	...	1	...	...	1	...	1
4. Medical Examination ...	...	...	...	...	...	...	...	...	...	...	...
5. Examination Engineering and Surveying.	...	...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ..	...	1	...	1	...	19	...	...	19	...	15
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	...	...	...	...	...	...	...	...	...	...	...

ERAL TABLE VI.

Central Provinces and Berar during the official year 1915-16.—(Concld.)

Passed.			Race or creed of passed Scholars.									Remarks.
					Hindus.							
Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Gonds and other aborigines.	Others.	
13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	10	...	1	9	...	...	...	...	...	...	
2	18	462	8	9	273	127	40	3	2	...	...	
1	...	5	4	1	...	...	...	...	...	...	...	
2	...	346	1	4	193	106	34	...	5	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	9	9	...	...	...	...	...	...	...	...	
...	...	16	15	1	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
212	20	18,849	...	122	2,859	12,848	1,637	483	7	246	647	
5	2	609	...	86	137	308	34	8	1	3	32	
...	...	23	...	...	20	3	...	...	...	...	...	
3	59	499	...	16	152	276	47	...	...	1	7	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	33	...	13	3	17	...	...	...	...	...	
3	8	770	...	14	285	345	117	5	4	...	...	The results of the School of Art Examination were published in April, after close of the official year.
...	...	1	...	...	...	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	15	...	...	9	6	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the distribution of District Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of District Board					
	In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.
1	2	3	4	5	6	7
					Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English ...	...	...	...	...	...	...
Collegiate Education. — Oriental ...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law ...	...	...	...	...	...	...
Collegiate Education. — Medicine ...	...	...	...	...	...	...
Collegiate Education. — Engineering ...	...	...	...	...	...	...
Collegiate Education. — Teaching ...	...	...	...	...	...	...
Collegiate Education. — Agriculture ...	...	...	...	...	..	...
Total ...	...	...	...	...	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys. — High Schools ...	...	...	...	...	...	...
School Education, General. — For Boys. — Middle Schools. — English ...	8	565	607	486	...	14,903
School Education, General. — For Boys. — Middle Schools. — Vernacular ...	169	28,119	28,673	21,074	...	2,09,625
School Education, General. — For Girls. — High Schools ...	...	...	...	...	...	...
School Education, General. — For Girls. — Middle Schools. — English ...	...	...	...	...	...	...
School Education, General. — For Girls. — Middle Schools. — Vernacular ...	...	...	...	...	...	...
Total ...	177	28,684	29,280	21,560	...	224,528
PRIMARY SCHOOLS.						
School Education, General. — For Boys. — Upper ...	2,436	1,94,040	1,93,108	1,38,750	...	9,29,237
School Education, General. — For Boys. — Lower ...	563	26,302	27,575	20,528	...	1,28,028
School Education, General. — For Girls. — Upper ...	1	27	31	17	...	246
School Education, General. — For Girls. — Lower ...	...	...	...	...	...	...
Total ...	3,000	2,20,369	2,20,714	1,59,295	...	10,57,511
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters ...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses ...	...	...	...	...	...	...
School Education, Special. — School of Arts ...	...	...	...	...	...	...
School Education, Special. — Law Schools ...	...	...	...	...	...	...
School Education, Special. — Medical Schools ...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools ...	...	...	...	...	...	...
School Education, Special. — Technical and Industrial Schools ...	...	...	...	...	...	...
School Education, Special. — Commercial Schools ...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools ...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools ...	...	...	...	...	...	...
School Education, Special. — Other Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Buildings ...	...	...	...	...	...	4,18,133
Furniture and apparatus (special grants only) ...	...	...	...	...	...	13,426
Total ...	...	...	...	...	...	4,31,559
Inspection	...	...	...	...	...	...
Scholarships held in. — Arts Colleges ...	...	...	...	...	...	...
Scholarships held in. — Medical Colleges ..	...	...	...	...	...	...
Scholarships held in. — Professional Colleges ...	...	...	...	...	...	...
Scholarships held in. — Secondary Schools ...	...	...	...	...	...	...
Scholarships held in. — Primary Schools ...	...	...	...	...	...	...
Scholarships held in. — Medical Schools ...	...	...	...	...	...	...
Scholarships held in. — Technical and Industrial Schools ...	...	...	...	...	...	...
Scholarships held in. — Other Special Schools ...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	3,177	2,49,053	2,49,994	1,80,855	...	17,13,598

I.—The sum of the expenditure in columns 12 and 27 should agree with expenditure
II.—The sum of the expenditure in columns 16 and 31 should agree with the
III.—The expenditure under Inspection Scholarship and Miscellaneous should be

ERAL TABLE VII.

Instruction in the Central Provinces and Berar for the official year 1915-16.

on Public Instruction.

District Fund Boards.					In Institutions managed by			Total District Fund expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	14,903	...	...	...	14,903
...	...	...	...	2,09,625	...	...	...	2,09,625
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	2,24,528	...	...	...	2,24,528
...	...	...	...	9,29,237	...	...	786	9,30,023
...	...	...	...	1,28,028	...	...	6,794	1,34,822
...	...	...	...	246	...	...	24	270
...	...	...	...	...	...	...	...	...
...	...	...	...	10,57,511	...	...	7,604	10,65,115
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	100	100
...	...	...	...	...	...	...	100	100
...	...	...	...	4,18,133	...	...	...	4,18,133
...	...	...	...	13,426	...	...	...	13,426
...	...	...	...	4,31,559	...	...	...	4,31,559
...	...	...	...	...	...	...	...	6,714
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	688
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	250
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	27,251
...	...	...	...	...	...	...	...	34,903
...	...	...	...	17,13,598	...	...	7,704	17,56,205

shown in column 15 of General Table IV.
expenditure shown in columns 28 and 29, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded.
shown only in columns 16, 31 and 32, and not in the other columns.

Return showing the distribution of District Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Expenditure of Municipal Boards — In Institutions managed by: Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
	1	17	18	19	20	21	22
	ARTS COLLEGES.					Rs.	Rs.
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys. High Schools ...	4	366	377	316	...	21,564
	For Boys. Middle Schools. English ...	36	4,436	4,633	3,796	...	1,06,568
	For Boys. Middle Schools. Vernacular ...	15	3,292	3,165	2,617	...	25,111
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools. English ...	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular ...	...	...	...	...	...	...
	Total ...	55	8,094	8,175	6,729	...	1,53,243
	PRIMARY SCHOOLS.						
	For Boys. Upper	158	24,614	24,800	18,651	...	1,73,883
	For Boys. Lower	15	1,132	1,129	853	...	7,143
	For Girls... Upper	...	...	...	...	...	20
	For Girls... Lower	...	...	...	...	...	...
	Total ...	173	25,746	25,929	19,504	...	1,81,046
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	School of Arts	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Reformatory Schools	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	1,40,889
	Furniture and apparatus (special grants only) ...	...	...	...	...	...	9,138
	Total ...	...	...	...	...	...	1,50,027
	Inspection	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...
	Medica Schools	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	GRAND TOTAL ...	228	33,840	34,104	26,233	...	84,316

I.—The sum of the expenditure in columns 12 and 27 should agree with expenditure
II.—The sum of the expenditure in columns 16 and 31 should agree with the
III.—The expenditure under Inspection, Scholarship and Miscellaneous should be

ERAL TABLE VII.

Instruction in the Central Provinces and Berar for the official year 1915-16.—(Concld.)

on Public Instruction.

Municipal Boards.					In Institutions managed by				Total Expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.		
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	21,564	...	...	600	22,164	22,164	
...	...	...	...	1,06,568	...	...	3,948	1,10,516	1,25,419	
...	...	...	...	25,111[a]	...	...	...	25,111	2,34,736	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	18	...	602	620	620	
...	...	...	...	1,53,243	18	...	5,150	1,58,411	3,82,939	
...	...	...	...	1,73,883	456	...	7,698	1,82,037	11,12,060	
...	...	...	...	7,143	200	...	276	7,619	1,42,441	
...	...	...	...	20	217	...	3,528	3,765	4,035	
...	...	...	...	...	...	...	100	100	100	
...	...	...	...	1,81,046	873	...	11,602	1,93,521	12,58,636	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,400	1,400	1,400	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	75	75	75	
...	...	...	...	...	...	...	1,475	1,475	1,575	
...	...	...	...	1,40,889	...	...	209	1,41,098	5,59,231	
...	...	...	...	9,138	...	...	136	9,274	22,700	
...	...	...	...	1,50,027	...	...	345	1,50,372	5,81,931	
...	...	...	...	...	...	...	...	...	6,714	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	4,149	4,837	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	250	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	28,545	55,796	
...	...	...	...	...	...	...	...	32,694	67,597	
...	...	...	...	4,84,316	891	...	18,572	5,36,473	22,92,678	

shown in column 15 of General Table IV.
expenditure shown in columns 28 and 29, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded.
shown only in columns 16, 31 and 32, and not in the other columns.

EDUCATION—GENERAL TABLE VIII—FOR BOYS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1915-16.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government ...	32	1,506	301	681	...	524	24,586	...	...	10,523	35,109	
2.—Managed by Local or Municipal Boards.	24	364	...	362	2	...	20	1,080	135	1,081	2,316	
3.—Aided by Government or by Local or Municipal Boards.	10	525	2	323	200	...	8,874	354	17,525	33,353	60,106	
4.—Unaided ...	33	840	65	621	104	50	...	330	13,478	15,395	29,203	
Total ...	99	3,235	368	1,987	306	574	33,480	1,764	31,138	60,352	1,26,734	

EDUCATION—GENERAL TABLE VIII—FOR GIRLS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1915-16.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government ...	4	66	...	26	...	40	5,138	...	...	...	5,138	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	5	323	...	106	217	...	11,488	...	8,950	26,371	46,809	
4.—Unadied ...	4	317	...	135	182	...	...	...	2,342	5,502	7,844	
Total ...	13	706	...	267	399	40	16,626	...	11,292	31,873	59,791	

NOTES.—I.—Return of the Boarding Establishments for females should be given separately.
II.—Boarding-houses maintained by Native States should not be included in the return.

EDUCATION—GENERAL TABLE IX.

Return showing the number and qualifications of Teachers in the Central Provinces and Berar for the official year 1915-16.

			In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
In Schools for Indians.	Teachers of Vernacular.	Trained	... 193	2,053	351	107	15	51	542	70	43	1	...	...	...	...	...	...	...	...	...	...	3,426
		Untrained	... 273	4,593	542	645	370	12	507	52	108	3	...	...	...	...	...	...	...	...	...	...	7,105
		Total	... 466	6,646	893	752	385	63	11,049	122	151	4	...	...	...	...	...	...	...	...	...	...	10,531
	Anglo-Vernacular teachers and teachers of classical languages.	Trained	... ...	...	...	...	...	111	6	40	35	5	54	...	1	16	2	...	...	...	...	...	270
		Untrained	... ...	...	...	...	...	176	29	186	224	28	81	...	22	108	18	34	...	...	15	...	921
		Total	... ...	...	...	...	...	287	35	226	259	33	135	...	23	124	20	34	...	...	15	...	1,191
		Possessed of a University degree.	... ...	...	...	...	...	6	...	2	17	1	105	...	16	73	4	34	...	...	15	...	273
		Possessing no degree.	... ...	...	...	...	...	281	35	224	242	32	30	...	7	51	16	...	...	...	...	...	918
		Total	... ...	...	...	...	...	287	35	226	259	33	135	...	23	124	20	34	...	...	15	...	1,191
In Schools for Europeans.		Trained	... ...	...	...	19	...	...	...	...	13	...	...	...	...	6	...	...	...	...	...	...	38
		Untrained	... ...	...	...	47	...	...	...	...	20	...	...	..	...	9	...	...	...	...	...	...	76
		Total	... ...	...	...	66	...	...	...	...	33	...	...	...	...	15	...	...	...	...	...	...	114
		Possessed of a University degree.	... ...	...	...	...	...	...	...	...	5	...	...	...	...	4	...	...	...	...	...	...	9
		Possessing no degree.	... ...	...	...	66	...	...	...	...	28	...	...	...	...	11	...	...	...	...	...	...	105
		Total	... ...	...	...	66	...	...	...	...	33	...	...	...	...	15	...	...	...	...	...	...	114
	Grand Total		... 466	6,646	893	818	385	350	1,084	348	443	37	135	...	23	139	20	34	...	...	15	...	11,836

Note.—Figures for "Professional Colleges" and "Schools for special Training" should not be included in this table. The figures for private institutions whether advanced or elementary should also be excluded.

EDUCATION—GENERAL TABLE X.

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1915-16.

Age.	Infants.		Primary.				Secondary.									* Arts Colleges affiliated to Universities.						Total.
							Vernacular middle stages.		English middle stages.				High stages.									
	A.	B.	I.	II.	III.	IV.	V.	VI	I.	II.	III.	IV.	V.	VI.	VII.	1.	2.	3.	4.	5.	6.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5 ...	2,061	1,089	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,156
5 to 6 ...	15,403	8,624	2,705	1,171	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,903
6 to 7 ...	18,680	10,641	10,716	3,589	104	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,738
7 to 8 ...	10,720	7,602	18,996	8,517	1,326	56	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	47,218
8 to 9 ..	6,436	2,068	17,368	10,999	4,977	1,026	...	...	17	...	...	...	...	...	...	...	...	...	...	...	...	42,891
9 to 10 ...	3,477	1,073	13,965	12,461	8,888	3,373	45	...	99	11	1	...	...	...	...	...	...	..	...	...	...	43,393
10 to 11 ...	1,731	372	7,011	10,167	10,795	6,337	173	12	509	131	24	2	...	...	...	...	...	...	...	...	...	37,264
11 to 12 ...	871	274	3,334	6,916	10,071	7,765	465	85	1,031	480	106	4	...	...	...	...	...	...	...	...	...	31,402
12 to 13 ...	338	92	1,543	3,594	6,849	7,333	704	195	1,320	910	407	98	7	...	...	...	...	...	...	...	...	23,390
13 to 14 ...	127	6	745	1,587	3,569	5,528	727	318	1,020	1,077	706	305	30	1	...	...	...	...	...	...	...	15,746
14 to 15 ...	16	5	432	555	1,590	3,444	655	363	623	718	787	640	203	35	...	...	...	...	...	...	...	10,066
15 to 16 ...	4	3	67	200	663	2,030	450	506	409	511	637	726	519	191	17	1	...	...	...	...	...	6,934
16 to 17 ...	2	...	12	40	228	1,201	294	484	194	261	439	479	485	369	165	18	...	...	..	...	...	4,671
17 to 18 ..	...	...	8	15	49	543	155	308	80	122	213	215	346	389	243	77	4	...	...	...	...	2,767
18 to 19 ...	...	...	5	5	18	278	57	158	36	34	118	135	170	250	261	70	65	11	...	...	...	1,671
19 to 20 ..	...	...	6	3	5	57	22	123	10	16	35	65	84	153	252	68	123	48	7	...	..	1,077
Over 20 ...	...	...	...	...	1	33	9	61	8	13	17	28	48	116	264	77	206	82	216	3	5	1,187
Total ...	59,866	31,849	76,919	59,819	49,133	39,012	3,756	2,613	5,356	4,285	3,490	2,697	1,892	1,504	1,202	311	398	141	223	3	5	3,44,474
GRAND TOTAL ...	91,715		2,24,883				6,369		15,828				4,598			1,081						3,44,474

Figures for European Schools are not included but are separately shown, *vide* Subsidiary Table X for European Schools.
* Excluding Training Colleges.
Figures for "Professional Colleges, Schools for Special Training and Private Institutions" (whether advanced or elementary) should be excluded from the table.

EDUCATION—SUBSIDIARY TABLE No. II.—(FOR EUROPEANS ONLY).

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1915-16.

	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institution ... For Males ...	...	46,055	26,599	...	72,654	6,127	54,055	1,098	51,892	1,13,172	1,85,826	
For Females ...	...	32,992	50,182	...	83,174	4,884	19,248	2,101	48,819	75,052	1,58,226	
Total ...	...	79,047	76,781	...	1,55,828	11,011	73 303	3,199	1,co,711	1,88,224	3,44,052	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	28·68	24·70	...	53·38	7·55	22·46	·96	15·65	46 62	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	100·00	...	100·00	...	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	22·97	22·32	...	45·29	3·20	21·31	·93	29 27	54·71	100·00	
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions Cost of Provincial Revenues ...	...	97 4 6	32 ·1 8	...	50 2 1							
Cost of Municipal Funds ...	...	...	1 8 10	...	1 8 10							
Total ...	...	173 6 5	68 6 11	...	100 5 5							
Unaided Institutions ...	....	...	...	...	...							
Total ...	...	173 6 5	68 · 6 11	...	100 5 5							

EDUCATION—SUBSIDIARY TABLE No. III.—(For Europeans only.)

Return of European Schools and Scholars in the Central Provinces for the year 1915-16.

	Public Institutions.								Grand total of Public Institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning—			Girls in boys' schools.	Boys in girls' schools.	Remarks.
	Under private management.															
	Aided by Government, District Fund or Municipal Board.				Unaided.						English.	A classical language.	A vernacular language.			
	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
Secondary Schools.																
Schools—Education—General. For Boys. High Schools	4	60	52	49	...	...	...	...	4	60	60	48	60	2	...	
For Boys. Middle „	4	239	215	198	...	...	...	...	4	239	239	171	239	12	...	
For Girls. High Schools	4	31	25	23	...	...	...	...	4	31	31	31	...	...	...	
For Girls. Middle „	7	163	139	130	...	...	...	...	7	163	163	159	...	...	3	
Total	19	493	431	400	...	...	...	...	19	493	493	409	299	14	3	
Primary Schools.																
For boys	4	309	313	290	...	...	...	...	4	309	309	115	120	14	...	
For Girls	12	867	809	698	...	...	...	...	12	867	867	146	...	...	270	
Total	16	1,176	1,122	988	...	...	...	...	16	1,176	1,176	261	120	14	270	
School Education—Special.																
Industrial Schools ... Boys																
Industrial Schools ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Schools or Public Institutions	35	1,669	1,553	1,388	...	...	...	...	35	1,669	1,669	670	419	28	273	

EDUCATION—GENERAL TABLE III-A.—(EUROPEAN SCHOOLS.)

Number of scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1915-16.

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.									
ARTS COLLEGES.									
English ... Male	...	...	...	...	...	...	...	...	...
English ... Female	...	...	...	...	...	...	...	...	...
Oriental ... Male	...	...	...	...	...	...	...	...	...
Oriental ... Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.									
Law ... Male	...	...	...	...	...	...	...	...	...
Law ... Female	...	...	...	...	...	...	...	...	...
Medicine ... Male	...	...	...	...	...	...	...	...	...
Medicine ... Female	...	...	...	...	...	...	...	...	...
Engineering ... Male	...	...	...	...	...	...	...	...	...
Engineering ... Female	...	...	...	...	...	...	...	...	...
Teaching ... Male	...	...	...	...	...	...	...	...	...
Teaching ... Female	...	...	...	...	...	...	...	...	...
Agriculture ... Male	...	...	...	...	...	...	...	...	...
Agriculture ... Female	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL									
SECONDARY SCHOOLS.									
For Boys.									
High Schools ... Male	58	...	...	...	...	...	...	...	...
High Schools ... Female	2	...	...	...	...	...	...	...	...
Middle Schools—									
English ... Male	209	2	1	...	1	...	14	...	...
English ... Female	12	...	...	...	...	...	...	...	...
Vernacular ... Male	...	...	...	...	...	...	...	...	...
Vernacular ... Female	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III-A.—(EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1915-16.—(Contd.)

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.—(*Contd.*)										
SECONDARY SCHOOLS.—(*Contd.*)										
For Girls.										
High Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	29	...	...	...	...	...	2	...	...
Middle Schools—										
English ...	Male ...	3	...	...	...	...	...	...	...	...
	Female ...	150	1	3	...	...	...	6	...	...
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	463	3	4	...	1	...	22	...	...
Primary Schools—										
For Boys ...	Male ...	259	8	2	...	1	...	25	...	...
	Female ...	14	...	...	...	...	...	...	...	...
For Girls ...	Male ...	245	3	6	...	1	...	15	...	...
	Female ...	565	5	1	...	...	...	26	...	...
	Total ...	1,083	16	9	...	2	...	66	...	...
SCHOOL EDUCATION—SPECIAL										
SCHOOLS FOR SPECIAL INSTRUCTIONS.										
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Schools of Art ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.		1,546	19	13	...	3	...	88	...	...

EDUCATION—GENERAL TABLE III-A.—(EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1915-16.—(Concld.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahommedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(*a*) Arabic ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics. Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A. Vernacular only or mainly—									
For Boys ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only—									
For Boys ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental standards—									
For Boys ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	1,546	19	13	...	3	...	88	...	...

EDUCATION—SUBSIDIARY TABLE No. IV.—(For Europeans only.)

Return of Expenditure of European Institutions in the Central Provinces for the official year 1915-16.

Object of Expenditure.	Public Institutions.										Total of expenditure from—				
	Under private management.														
	Aided by the Government.						Unaided.								
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools, English.															
For boys .. High Schools ...	9,852	...	3,255	127	3,777	17,011	...	...	...	..	9,852	...	3,255	3,904	17,011
For boys .. Middle Schools ...	14,931	...	9,097	216	4,800	29,044	...	...	.	...	14,931	...	9,097	5,016	29,044
For Girls... High Schools ...	4,894	...	1,267	224	2,088	8,473	...	...	..	...	4,894	...	1,267	2,312	8,473
For Girls... Middle Schools ..	12,151	...	4,824	224	7,320	24,519	...	...	...	...	12,151	...	4,824	7,544	24,519
Total ...	41,828	...	18,443	791	17,985	79,047	...	...	...	...	41,828	...	18,443	18,776	79,047
Primary Schools.															
For Boys ...	10,962	600	8,436	35	6,566	26,599	...	...	...	...	10,962	600	8,436	6,601	26,599
For Girls ...	25,059	1,140	14,153	627	9,203	50,182	...	...	...	..	25,059	1,140	14,153	9,830	50,182
Total ..	36,021	1,740	22,589	662	15,769	76,781	...	...	...	...	36,021	1,740	22,589	16,431	76,781
Industrial Schools ... Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools ... Girls ..															
Scholarships held in Colleges. Arts ...	1,032	...	...	...	...	1,032	...	...	...	...	1,032	...	...	...	1,032
Scholarships held in Colleges. Professional.	4,463	...	...	...	...	4,463	...	...	...	...	4,463	...	...	...	4,463
Scholarships held in Secondary Schools ...	5,516	...	...	...	...	5,516	...	...	...	...	5,516	...	...	...	5,516
Scholarships held in Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings ...	32,754	...	...	...	40,549	73,303	...	...	...	...	32,754	...	...	40,549	73,303
Furniture ...	1,400	...	...	...	1,799	3,199	...	...	...	...	1,400	...	...	1,799	3,199
Miscellaneous ...	22,822	...	57,500	...	20,389	1,00,711	...	...	...	...	22,822	...	57,500	20,389	1,00,711
Total ...	67,987	...	57,500	...	62,737	1,88,224	...	...	...	...	67,987	...	57,500	62,737	1.88,224
Total expenditure on European Institutions.	1,45,836	1,740	98,532	1,453	96,491	3,44,052	...	...	...	...	1,45,836	1,740	98,532	97,944	3,44,052

EDUCATION—SUBSIDIARY TABLE No. V.—(FOR EUROPEANS ONLY).

Return of the stages of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1915-16

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.			Remarks.
												Reading printed books.			Not reading printed books.						
			1			2			3			4			5						
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																					
For Boys — Aided — English	8	299	58	2	60	227	12	239	...	...	...	...	...	...	...	...	...	285	14	299	
For Boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For Boys — Total	8	299	58	2	60	227	12	239	...	...	...	...	...	...	...	...	...	285	14	299	
For Girls — Aided — English	11	194	...	31	31	3	160	163	...	...	...	...	...	...	...	...	...	3	191	194	
For Girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For Girls — Total	11	194	...	31	31	3	160	163	...	...	...	...	...	...	...	...	...	3	191	194	
Total Secondary Schools	19	493	58	33	91	230	172	402	...	...	...	...	...	...	...	...	...	288	205	493	
PRIMARY SCHOOLS.																					
For Boys. — Aided	4	309	...	...	...	...	...	...	122	2	124	163	6	169	10	6	16	295	14	309	
For Boys. — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For Boys. — Total	4	309	...	...	...	...	...	...	122	2	124	163	6	169	10	6	16	295	14	309	
For Girls — Aided	12	867	...	...	...	...	...	...	35	208	243	174	301	475	61	88	149	270	597	867	
For Girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For Girls — Total	12	867	...	...	...	...	...	...	35	208	243	174	301	475	61	88	149	270	597	867	
Total Primary Schools	16	1,176	...	...	...	...	...	...	157	210	367	337	307	644	71	94	165	565	611	1,176	
GRAND TOTAL	35	1,669	58	33	91	230	172	402	157	210	367	337	307	644	71	94	165	853	816	1,669	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools, according to the number of boys or of girls is greater.

Government of India Table No. X.—European Schools in the Central Provinces.
Classification of pupils by age for 1915-16.

Ages.	Primary.					Middle stage.			High stage.		Total.
	Lower Primary.			Upper Primary.							
	Infants or preparatory classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
Below 5	17	...	...	...	...	...	...	...	...	...	17
5 to 6	121	...	...	...	...	...	...	...	...	...	121
6 to 7	119	15	...	...	...	...	...	...	...	...	134
7 to 8	90	56	9	1	...	...	...	...	...	...	156
8 to 9	35	51	43	15	2	...	...	...	...	...	146
9 to 10	21	27	69	41	11	...	...	...	...	...	169
10 to 11	7	12	37	54	51	11	...	...	...	...	172
11 to 12	5	6	20	39	49	39	6	...	...	...	164
12 to 13	2	5	7	15	42	34	23	4	...	...	132½
13 to 14	...	...	7	13	29	28	33	18	2	...	130
14 to 15	...	1	...	3	22	24	25	28	7	1	111
15 to 16	...	...	...	2	3	19	22	21	15	5	87
16 to 17	...	...	...	2	...	11	13	23	16	8	73
17 to 18	...	...	...	...	...	4	1	10	11	10	36
18 to 19	...	...	...	...	...	...	2	1	4	5	12
19 to 20	...	...	...	...	..	...	...	1	2	2	5
Over 20	...	...	...	...	...	1	...	...	3	...	4
Total ..	417	173	192	185	209	171	125	106	60	31	
Total ...	1,176					402			91		1,669

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of maps.

	Territory.	Population.		Children of school-going age.		1915-16.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
	1	2	3	4	5	6	7	8	9	10
	British Territory.									
The Nerbudda Valley.	Saugor ...	276,233	265,177	41,435	39,777	11,091	97	2,335	6,862	1,797
	Damoh ...	168,060	164,987	25,209	24,748	7,253	...	623	5,963	667
	Jubbulpore ...	373,173	372,719	55,976	55,908	20,040	626	3,240	13,247	2,927
	Narsinghpur ...	161,795	163,882	24,269	24,582	9,246	33	1,826	6,281	1,106
	Hoshangabad ...	230,632	226,763	34,595	34,014	12,842	28	3,907	8,881	836
	Total ...	1,209,893	1,193,598	181,484	179,029	60,472	784	11,121	41,234	7,333
	Percentage ...	...	...	...	...	16·77	·21	6·13	23·04	4·09
The Satpura Range.	Nimar ...	200,765	190,306	30,115	28,546	9,994	93	1,849	7,165	887
	Betul ..	194,163	196,223	29,124	29,433	6,007	...	932	4,811	264
	Chhindwara ...	255,884	261,064	38,383	39,160	8,507	...	1,065	7,062	380
	Seoni ...	192,642	202,839	28,896	30,426	6,920	...	718	5,672	530
	Balaghat ...	190,469	198,451	28,570	29,768	12,053	29	1,012	9,751	1,261
	Mandla ...	200,872	204,362	30,131	30,654	10,636	51	1,300	8,304	981
	Total ...	1,234,795	1,253,245	185,219	187,987	54,117	173	6,876	42,765	4,303
	Percentage ...	...	...	...	...	14·54	·04	3·71	23·11	2·32
The Maratha Country.	Wardha ...	231,871	227,925	34,781	34,189	13,403	...	1,994	10,473	936
	Nagpur ...	408,843	401,058	61,326	60,159	25,325	1,278	5,677	15,882	2,488
	Bhandara ...	380,014	393,663	57,002	59,049	12,207	12	956	10,733	506
	Chanda ...	337,540	340,004	50,631	51,001	11,687	...	1,684	9,546	557
	Total ...	1,358,268	1,362,650	203,740	204,398	62,622	1,290	10,311	46,534	4,487
	Percentage ...	...	...	...	...	15·34	·32	5·06	22·84	2·19
Chhattisgarh.	Raipur ...	645,186	679,670	96,778	101,951	34,090	104	1,975	26,391	5,620
	Bilaspur ...	558,477	587,746	83,771	88,162	26,064	...	2,569	20,013	3,482
	Drug ...	373,159	402,529	55,974	60,379	18,872	...	409	14,968	3,495
	Total ...	2,576,822	1,669,945	236,523	250,492	79,026	104	4,953	61,372	12,597
	Percenta ...	...	...	...	...	16·23	·02	2·09	27·64	5·03

Return showing the General and Statistical Summary for the preparation of maps.—(Concld.)

Territory.		Population.		Children of school-going age		1915-16.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9	10
British Territory.—(Concld.)										
Berar.	Akola ...	400,893	387,970	60,134	58,196	24,735	46	5,637	17,212	1,840
	Amraoti ...	447,216	428,688	67,082	64,303	31,767	243	7,849	21,349	2,326
	Buldana ...	337,179	332,003	50,577	49,800	21,747	...	4,194	16,183	1,370
	Yeotmal ...	365,326	357,887	54,799	53,683	13,216	...	2,684	9,538	994
	Total ...	1,550,614	1,506,548	232,592	225,982	91,465	289	20,364	64,282	6,530
	Percentage ...	...	...	...	...	19·94	·06	8·76	27·73	2·90
	GRAND TOTAL ...	6,930,392	6,985,916	1,039,558	1,047,888	347,702	2,640	53,625	256,187	35,250
	PERCENTAGE ...	...	...	...	...	16·65	·13	5·16	24·64	3·37

N. B.—Female scholars in special schools and Colleges have been included in column 7 and omitted in column 10.

The number of children under Private Institutions have been excluded from this table.

APPENDIX B.

Statement showing particulars of Maktabs, Mulla Schools, Tols, Pathshalas and Kyaung Schools.

Particulars.		Classed in General Table III as "Primary Schools."	Classed in General Table III as "Other Schools."	Classed in General Table III as "Private Institutions."	Total.
1		2	3	4	5
Maktabs.					
1. Institutions	For boys ...	32	...	43	
	For girls ...	20	...	9	
2. Pupils	Boys ...	2,959	...	1,529	
	Girls ...	1,362	...	*621	*6 girls reading in boys' schools.
3. Expenditure from Provincial Funds ...	...	11,256	...	...	
4. Expenditure from District or Local Funds	...	...	...	...	
5. Expenditure from Municipal Funds ...	...	2,282	...	...	
6. Fees	...	1,374	...	150	
7. Other sources	...	29,542	..	11,022	
8. Total Expenditure	...	44,454	...	11,172	
Mulla Schools.					
1. Institutions	For boys ...	...	...	6	
	For girls ...	...	...	...	
2. Pupils	Boys ...	...	...	240	
	Girls ...	...	...	†39	†Reading in boys' schools.
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. Expenditure from District or Local Funds	...	...	...	...	
5. Expenditure from Municipal Funds ...	...	...	...	...	
6. Fees	...	...	...	...	
7. Other sources	...	...	...	1,338	
8. Total Expenditure	...	...	...	1,338	
Tols.					
1. Institutions	For boys ...	...	...	...	
	For girls ...	...	...	...	
2. Pupils	Boys ...	...	...	...	
	Girls ...	...	...	...	
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. Expenditure from District or Local Funds	...	...	...	...	
5. Expenditure from Municipal Fund ...	...	...	...	...	
6. Fees	...	...	...	...	
7. Other sources	...	...	...	...	
8. Total expenditure	...	...	...	...	

APPENDIX B.

Statement showing particulars of Maktabs, Mulla Schools, Tols, Pathshalas and Kyaung Schools.—(Concld.)

Particulars.		Classed in General Table III as "Primary Schools."	Classed in General Table III as "Other Schools."	Classed in General Table III as "Private Institutions."	Total.
1		2	3	4	5
	Pathshalas.				
1. Institutions	For boys ...	...	6	10	
	For girls ...	...	...	...	
2. Pupils	Boys ...	...	157	256	
	Girls ...	...	...	...	
3. Expenditure from Provincial Funds ..	...	...	...	...	
4. Expenditure from District or Local Funds	...	...	...	...	
5. Expenditure from Municipal Funds ...	...	...	...	200	
6. Fees	...	...	...	1,800	
7. Other sources	...	...	*6,190	14,556	* Excludes from Table No. IV as the information from Subordinate offices received late.
8. Total expenditure	...	...	6,190	16,556	
Kyaung Schools.					
1. Institutions	For boys ...	...	...	...	
	For girls ...	...	...	...	
2. Pupils	Boys ...	...	...	...	
	Girls ...	...	...	...	
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. Expenditure from District or Local Funds	...	...	...	...	
5. Expenditure from Municipal Funds ...	...	...	...	...	
6. Fees	...	...	...	...	
7. Other sources	...	...	...	...	
8. Total expenditure	...	...	...	...	
Etc. etc.	...	...	...	...	

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No. 488-C
VII

GOVERNMENT OF THE CENTRAL PROVINCES

EDUCATION DEPARTMENT

Nagpur, the 24th January 1921.

READ—

Letter No. 10369, dated the 25th November 1920, from the Director of Public Instruction, Central Provinces, submitting the Report on the State and Progress of Education in the Central Provinces and Berar in the year 1919-1920.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

General Progress.

Despite an increase of Rs. 9 lakhs (16 per cent) in the total expenditure on education, the year shows no expansion in the numbers undergoing instruction, the total number of scholars being almost the same as last year. The percentage of male scholars to male population is 4.44, of female scholars to the total female population ·56, and the total number of scholars to total population 2·49. These figures show the enormous advance required before the population of school-going age is brought under instruction. The main cause of this stagnation is undoubtedly the poor economic conditions of the year and the high cost of living, the statistics of the cotton tracts showing an increase with the good harvest and high selling price of cotton, whilst in other tracts there has been a substantial decline This emphasises the general principle that the main requirement for the expansion of education is improvement in the standard of living by agricultural, commercial and industrial development so as to increase the earnings of all classes.

Expenditure.

2. The increased expenditure has been mainly devoted to various measures for the improvement of the educational machinery and not to the extension of the facilities for education. The principal increases of expenditure were Rs. 3 lakhs given to local bodies for the improvement of the salaries of primary school teachers, Rs. 1½ lakhs for the improvement of secondary schools, Rs. 1 lakh for the improvement of the Training College and Normal Schools, and Rs. 1 lakh for buildings. An extensive programme of new buildings for Government schools is approaching completion, the measures for the improvement of the Training College and Normal Schools have been largely completed, the revision of the salaries of the Government staff has been effected; and the Local Government hopes that in future increases of expenditure may mainly be devoted to the extension of educational facilities and not merely to internal measures of improvement. Out of the total expenditure of Rs. 78 lakhs, Rs. 49½ lakhs were contributed by provincial revenues, Rs. 15¾ lakhs were spent by local bodies, Rs. 6½ lakhs were realised from fees and Rs. 6¼ lakhs were obtained from private sources. The expenditure on Collegiate education was Rs. 4¼ lakhs, on Secondary education Rs. 22½ lakhs (Rs. 18 lakhs general and Rs. 4½ lakhs special institutions), and on Primary education Rs. 23¼ lakhs. The proportions are significant, and indicate the great need for additional expenditure on primary education. The average cost per pupil shows a substantial increase in all classes of institutions, which is inevitable.

Departmental organisation.

3. The return of officers from military duty has somewhat strengthened the depleted cadre of the Indian Educational Service, but this is still below strength and it is noteworthy that no European and only two Indian recruits have been obtained since 1915. Proposals for such recruitment have been made, both to relieve an already weakened cadre and to meet the requirements of natural expansion. The year has been one of great activity in connection with schemes of reorganisation. The pay of every branch of the department has been revised with effect from the 1st December 1919, and proposals on various questions, such as recruitment and the classification of posts, arising from the orders of the Secretary of State on the recommendations of the Public Services Commission, have been submitted to the Government of India. The establishment of a provident fund for teachers in non-pensionable service is another innovation which should add considerably to the attractions of the teacher's career.

The University.

4. The scheme for the establishment of a Unversity for the Central Provinces and Berar, which was originally drawn up in 1917, has been re-examined in the light of the recommendations made by the Calcutta University Commission. Two committees were appointed for this purpose, one of educational experts and the other of non-officials, and the proceedings of both committees have been submitted for the consideration of the Government of India. On the receipt of their instructions the scheme will be dealt with by the Minister in charge of the Education portfolio, and it will rest with the Reformed Government to prepare the University Bill. Among the problems awaiting solution are those connected with the separation of Intermediate from University education, the constitution of a Board of Secondary and Intermediate Education, the organisation of the University in relation to the existing colleges, the administrative machinery of the University and the relations of Government with the University.

Collegiate Education.

5. The roll of students rose from 938 to 957. In the two Government Arts Colleges the examination results were disappointing, but His Excellency the Governor is glad to note the good results achieved by the Science College. A pleasing feature of the year has been the development of numerous college activities, both outdoor and academic, which cannot fail to add to the interest and value of a college career.

The only building project in progress is that of the King Edward College buildings at Amraoti. It will not be possible to complete this in time to permit of the opening of the college in 1921. The provision of more adequate buildings for the Victoria College of Science and Morris College, Nagpur, must await the decision on the University scheme.

Secondary Education.

6. The fall in the numbers of the high department continues. It is attributed to two causes; firstly, the rise in the cost of living, which has adversely affected the middle class with fixed incomes, and secondly, the bar set by the High School Entrance Examination. While the first cause is to be deplored, the second has the merit of keeping out the unfit and enabling the department to concentrate its efforts on the best material available. The Director of Public Instruction anticipates no further decline from these causes, and some rise in the numbers may be expected in future.

The question of the enhancement of fees in secondary schools with the allied subject of revision of scholarships has been left for the decision of the Reformed Government. In the matter of buildings the high schools are on the whole now very well equipped, but anglo-vernacular middle schools have still a great deal of leeway to make up. The Local Government has done much to assist schools under private management in the construction of buildings, but, unless local and private bodies and individual benefactors exercise greater liberality in the future than in the past, many of these schools must remain inadequately housed.

The results of the Matriculation Examination were less favourable than in the previous year, and point to some weakness in the teaching of English. An interesting development is the introduction of manual training or handwork into

secondary schools, and the working of this experiment will be watched with interest. The many-sided activities of the students and the awakening of corporate life among them is another promising feature. Fair progress has been made with the improvement of vernacular middle school education, and the difficulties due to the lack of trained teachers are being gradually overcome. The introduction of English as an optional subject, which is regarded favourably by the Director of Public Instruction, is a development which may considerably affect the future of this class of school.

Primary Education.

7. While the number of primary schools increased by 26, the numbers on the roll showed a slight fall; this may be attributed to the economic conditions of the year and to the after-effects of the severe epidemics of influenza and plague of previous years. As pointed out by the Director of Public Instruction, the gradual relaxation of executive pressure in securing attendance and the transfer of responsibility to local bodies have also tended to reduce numbers and are likely to have an increasing effect in this direction in the future in areas where compulsory education is not introduced, unless special exertions are made by local bodies to maintain attendance.

The passing of the Primary Education Act in March 1920 marks a definite stage in the history of primary education in this province. Voluntary efforts, which have done so much in the past to build up the system, have reached their limit and without compulsion little further progress seems possible. It is now for local bodies to decide whether they will exercise the powers conferred on them. The financial difficulty, which has been the main stumbling block in the past, will be partly removed by the passing of the Local Self-Government Act, under which it will be possible to raise additional funds by increased taxation. Rules under the Primary Education Act regarding the assistance to be rendered to local bodies from provincial funds are now under consideration.

One of the most crying needs in connection with primary schools is an improvement in the pay of the staff. Something has been done during the year under report to improve matters in this respect by the grant of allowances, with the help of special Government grants for the purpose, but much remains to be done and the Local Government desires to impress on local bodies the necessity of facing this problem before any substantial advance in vernacular education is attempted. The attempts to design a suitable type of school building at a reasonably low cost have Sir Frank Sly's hearty approval.

Efforts directed towards the closer adaptation of primary schools to rural needs have been continued by the development of nature study and school gardens, and further experiments with the same object are under consideration.

Female Education.

8. The report strikes a pessimistic note regarding the progress of female education. Only in Berar are there any encouraging signs, and it must be admitted that over the greater part of the province public opinion is still insufficiently enlightened to appreciate the advantages of female education. The fault does not lie with the staff as the proportion of trained teachers is now reasonably large. The lack of appreciation of such an excellent institution as the Government High School, Amraoti, is particularly disappointing. The Local Government can only express a hope that time will effect a change in the outlook on female education.

Muhammadan Education.

9. As the Director of Public Instruction points out, the Muhammadans, though educationally not on a level with the most advanced sections of the community, are not backward as compared with the community as a whole. Government has done much to show its sympathy with the cause of Muhammadan education by encouraging the development of the Muhammadan High School and the Urdu Normal School at Amraoti, by grants for the establishment of Urdu Vernacular Middle Schools (which provide candidates for the Urdu Normal School), by strengthening the inspection agency for Urdu Primary Schools, and by the provision of scholarships in secondary schools. The chief obstacles at present to the improvement of Muhammadan education are the dearth of competent and qualified teachers and the comparative apathy of the Muhammadans themselves.

Training of teachers.

10. The facilities for training teachers both for secondary and primary schools have been largely improved in recent years. The Training College at Jubbulpore, which was reorganised at the beginning of the year, is now on a thoroughly satisfactory footing and should ensure a steady supply of trained teachers in future for high and anglo-vernacular middle schools. For vernacular teachers twelve Normal Schools are now in existence, and the building programme is complete except at four centres. The difficulty of obtaining recruits for the Normal Schools in sufficient numbers and of the right quality can only be met by the improvement and extension of the vernacular middle schools and by adding to the attractions of the career of the vernacular school teachers.

Special Institutions.

11. One of the most satisfactory features of the report is the account given of the development of the Government Engineering School, Nagpur. The school, which provides instruction in Civil and Mechanical Engineering, is helping to supply the skilled staff which the industrial growth of the province requires, and Sir Frank Sly is gratified to hear that every student who has successfully passed out of the school has obtained suitable employment. With its new buildings and equipment, the school will, he hopes, continue under Mr. Beckett's guidance to play an increasingly useful part in the civil and industrial life of the province.

Another institution which deserves special mention is the Rajkumar College, Raipur. The success of three kumars at the Chiefs' College Diploma Examination, for which candidates from the college appeared for the first time, is a tribute to Mr. Stow's administration. Mr. Stow has been much handicapped by the lack of a Vice-Principal, and Sir Frank Sly hopes that his recent recommendation in favour of the college being formally graded as a Chiefs' College will enable the post soon to be filled.

League of Honour and Boy Scout Movement.

12. The League of Honour movement made slow but satisfactory progress. Its growth is handicapped by the lack of trained scout-masters, and until these are forthcoming any rapid expansion of the movement would result in its losing some of its distinctive character and value. The Revd. J. R. McKenzie of Chanda has done valuable work in training scout-masters, and, with the arrival in the province of an expert trained in Boy Scout work and the proposed linking up of our local movement with the world-wide Boy Scouts organisation, Sir Frank Sly anticipates with confidence that this most valuable formative influence on the character-building of the youth of the country will become far more effective and appreciated than it is at present.

General.

13. The thanks of the Local Government are due to Mr. Mayhew for his efficient administration of the department during another strenuous year. Mr. Mayhew was ably supported by Mr. Evans, Assistant Director of Public Instruction, who has written the interesting report under review, and by the other officers of the department, who though reduced in numbers carried out their heavy duties with unflagging zeal. The Local Government also desires to acknowledge the loyal co-operation rendered by the members of the Provincial and Subordinate Services.

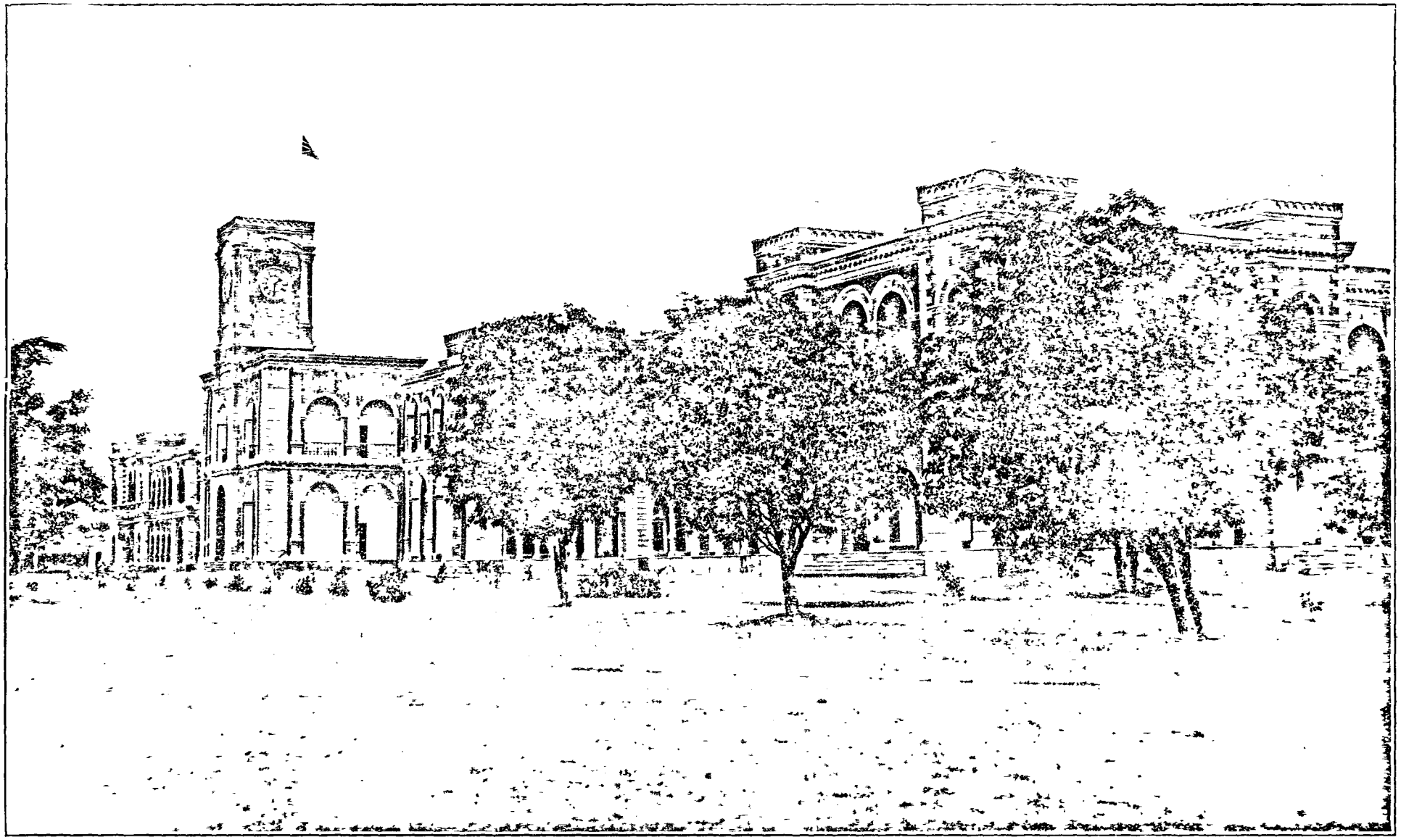
Education has now passed under popular control and this is the last resolution which will deal with the old régime. The Minister and the Legislative Council will, Sir Frank Sly is confident, find that the educational machine is being handed over to them in thorough working order, and experience will show, he believes, that the foundations of the educational system have been well and truly laid.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education ; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance ; and that it be published in the *Central Provinces Gazette.*

A. E. NELSON,
Secretary to the Government
of the Central Provinces.

INDEX.

Chapter.	Subject.	Page.	Paragraph.
I	General	1 & 2	1—6
	Return of officers from military duty ...	1	2
	Administrative arrangements	1	3 & 4
	Reorganization of services	1	5
	Numbers and expenditure	1 & 2	6
II	Collegiate Education—Arts and Science	2—4	7—11
III	Secondary Education—Boys—	4—8	12—29
	Anglo-Vernacular Schools	4—8	12—26
	Vernacular Middle Schools	8	27—29
IV	*Primary Education—Boys*	8—12	30—43
V	Education of Girls—	12—15	44—57
	Anglo-Vernacular Schools	12 & 13	45 & 46
	Vernacular Middle Schools	13	47
	Primary Schools	13 & 14	48—50
	Normal Schools	14 & 15	51—54
	Industrial Schools	15	55
	Conference of Teachers	15	56
	Inspection	15	57
VI	Muhammadan Education	15 & 16	58—63
VII	Education of Backward Classes	17	64—67
VIII	European Education	17 & 18	68—70
IX	Training of Teachers (Male)	18 & 19	71—78
X	Rajkumar College	20	79—84
XI	Technical Education	20 & 21	85—88
XII	Miscellaneous	21—24	89—102
	Imperial Grants	21 & 22	89
	Grant-in-aid	22	90
	League of Honour	22	91
	Touring	22	92
	Provident Fund	23	93
	Conferences	23	94
	Visual Instruction	23	95
	Libraries	23	96
	First aid and Hygiene	23	97
	Jain Education	23	98
	Standing Orders	23	99
	Text-Book Committee	23	100
	Students' Advisory Committee	23 & 24	101
	Acknowledgments	24	102
	Statements—General Tables 1—10	i—xlix	...
	Appendix A.—Return showing the General and Statistical Summary for the preparation of Maps.	l	...
	Appendix B.—Statement showing particulars of Maktabs, Mullah Schools, Tols, Pathshalas and Kyaung Schools.	li	...



"RAJ KUMAR COLLEGE, RAIPUR."

CHAPTER I.

GENERAL.

I have the honour to submit the annual, report on the state and progress of education in the Central Provinces and Berar for 1919-20. Mr. Mayhew was in charge of the department throughout the year and went on leave soon after its close.

Return of officers from military duty.

2. Of the officers still on military duty when the year opened Messrs. Macnee, Goldsworthy, Rowlands and Cuerden returned during the year, and Mr. Hunter returned soon after the close of the year; Mr. Craddock has not yet returned. The only addition to the Indian Educational Service cadre during the year was the appointment of Mr. Raju as professor in the Morris College. Great difficulty is still experienced in securing European recruits; no European officer has joined the department since Mr. Staley's appointment in 1915. Owing to these difficulties the superior staff is below the necessary strength. The revised scale of pay of the Indian Educational Service was announced before the close of the year, but this does not seem to have had the desired effect of stimulating recruitment.

Administrative arrangements.

3. Mr. Tostevin, Principal of the Morris College, was placed on special duty in July 1919 in connection with the university scheme and college education. A new post of Additional Inspector of Schools was created in Berar to which Mr. Kilroe was appointed on his return from leave in November 1919. The duties of the Inspector of Schools, in so far as they related to vernacular schools, have been transferred to the Additional Inspector who will in future be the officer in charge of vernacular education in Berar. This arrangement has given relief to the Inspector whose charge had become too heavy for one officer and may be extended to other circles if found to work successfully in practice. The seventh Inspector's circle for which a post has been sanctioned has not yet been created. The duties of the Inspector of European Schools and Science continued to be discharged by the Assistant Director of Public Instruction and the Circle Inspectors, the former dealing with European schools and the latter with science. Unless recruiting for the department improves, it is probable this arrangement may have to be continued for some time longer.

4. A noteworthy event of the year was the passing in the March meeting of the Legislative Council of the Primary Education Act which empowers local authorities to introduce compulsory education into the areas under their jurisdiction. Other events worthy of separate mention are the further discussion of the University scheme by committees, one composed of educational officers and the other of non-officials, in the light of the Calcutta University Commission's report, the reorganization of the Training College for which final sanction was received at the beginning of the year, the further extension of normal schools, the gradual development of the scheme for introducing manual training into secondary schools, the improvement in the emoluments of vernacular school teachers, and the progress made in adapting primary schools to rural needs with the help of the Agricultural Adviser.

Reorganization of the Services.

5. The sanction of the Secretary of State was received in January 1920 to the reorganization of the Indian Educational Service and Provincial Educational Service. Towards the close of the year the department was busily employed in similar reorganization of the subordinate services, with a view to placing them on a more satisfactory footing and improving conditions of pay which had become entirely inadequate owing to the large increase in cost of living. These proposals covered all establishments in the department, the largest and most important being the Subordinate Educational Service.

Numbers and expenditure.

6. The conditions of the year were not favourable to progress in numbers which have remained practically stationary, the increases in some classes of schools being compensated by decreases in others. The percentage of male scholars to the total male population is 4·44, of female scholars to total female population ·56, and total number of scholars to total population 2·49, which

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are very slightly lower than last year's figures. Expenditure has increased by over 9 lakhs and has been incurred not in opening more schools but mainly in measures of improvement, *e. g.*, nearly 3 lakhs were distributed as grants to local bodies for expenditure on war and scarcity allowances to vernacular school teachers. The increase has occurred under all heads; it comes to over half a lakh under collegiate education, over a lakh and a half under 'secondary', three lakhs under 'primary', a lakh under 'special' (mainly normal schools and the Training College) and over a lakh each under 'buildings' and 'miscellaneous.' Although no increase in numbers can be shown to correspond with this large increase in expenditure, it must, I think, be admitted that a good foundation has been laid for future development, and that money has been well spent on the perfection of the various parts of the educational machine which is likely to be run with a full load in the not-distant future. Its components have been designed with care and it should run smoothly and be well able to bear the strain that is likely to be put upon it by the expansion that is to be expected from the introduction of compulsory education. It will be handed over to the reformed Government in thorough working order and it is hoped that the Minister will find in it a workmanlike instrument for the propagation of education among the masses as well as for the promotion of higher education.

CHAPTER II.

COLLEGIATE EDUCATION (ARTS AND SCIENCE).

Buildings.

7. The King Edward College buildings at Amraoti are still in course of construction. The Principal, Victoria College of Science, again draws attention to the inadequacy of the buildings and equipment of the college and states that "if the building of a new Science College is not speedily undertaken heavy and wasteful expenditure will have to be incurred on refurnishing and refitting the present laboratories." The advisability of transferring the Victoria College of Science and the Morris College to more spacious and better equipped buildings and more convenient surroundings has long been felt. Definite proposals to this end form part of the university scheme which is still being considered in connection with the recommendations of the Calcutta University Commission.

Staff.

8. Several changes have taken place in the college staffs during the year under review. Rao Bahadur M. Y. Dole and Rao Bahadur Sadashiva Jairam have retired from the Robertson College, Jubbulpore, and Mahamahopadyaya K. G. Tamhan and Mr. S. C. Roy from the Morris College, Nagpur, after long and valuable service. Mr. J. B. Raju has been appointed to the Indian Educational Service as Professor of Philosophy in the Morris College. The staff of the Robertson College, Jubbulpore, has been increased by the addition of a professorship of Economics.

Numbers.

9. The weeding out from the college classes of students who have failed more than once in the University Arts examinations continues owing to the facilities afforded by the University to such students to reappear at the University examinations without further attendance at college lectures. At the Morris and Hislop Colleges several students were forced by poverty to discontinue their studies during the session. The total number of students in the various colleges has, however, increased during the year owing to an exceptionally large number of admissions into the first year classes. The numbers on the rolls of the colleges have risen from 938 in 1918-19 to 957. An outbreak of plague in Nagpur affected the attendance, especially at the Hislop College, and brought down the average daily attendance from 862 in 1918-19 to 793.

Work and Discipline.

Work at the Victoria College of Science was interrupted for fifteen days by an outbreak of plague and for one week by the Indian Science Congress whose meetings were held in the college buildings. The labours of the staff and students on behalf of the congress contributed not a little towards its success. At the Morris College there was no serious interruption in college work although plague necessitated the closing of the college during the month of September. At the Hislop College the epidemic of plague which began towards the end of the monsoon seriously interfered with the work of the college in all its branches.

The college managed, however, for the first time to continue the classes uninterruptedly through a serious outbreak of plague, though for some weeks with sadly depleted numbers. At Jubbulpore there was an outbreak of plague in the city but this caused no interruption of college work. The anti-malarial campaign has continued and has resulted in a decrease of malarial cases.

The discipline and moral tone in the colleges have been satisfactory throughout the year.

Examination results.

10 The examination results in Arts subjects have not been up to the standard of those of last year though they compare favourably with those of the University as a whole. The M. A. results were better than those of last year as were the B. A. results in the Hislop College. The Intermediate results show a distinct falling off from those of last year. The following shows the percentage of passes of each college in each University examination :—

—	Morris.	Robertson.	Hislop.	College of Science.	Training College.
M. A. (previous)	43	...	100	...	...
,, (final)	60	...	...	...	...
M. Sc. (previous)	...	...	...	100	...
,, (final)	...	...	...	100	...
B. A.	28	29	46	...	...
B. Sc.	...	50	...	57	...
Intermediate	47	41	42	...	...
LL. B. (previous)	36	...	...	...	..
,, (final)	44	...	...	...	...
L. T. (Training College)	...	...	...	...	93

The unsatisfactory character of the results in the two Government Arts colleges is accounted for by the depletion of the staffs owing to the absence of several Indian Educational Service professors on military duty. The Science results were very good, particularly in the case of the Victoria College which secured the only two passes in M. Sc. Chemistry in the whole University. In the M. Sc. Previous and Final Examination the percentage of passes from the Victoria College was 100 per cent, in the B. Sc. Examination 57 per cent, and in the Intermediate Examination 54 per cent. Taking all the examinations together over 83 per cent of the candidates from this college passed in Physics and Chemistry. No candidate failed in both these subjects and no candidate failed in either of these subjects who did not fail also in subjects taught to him outside the Victoria College.

Students' activities.

11. Several societies of a literary and academic character have come into existence in the various colleges during the year. At the Victoria College a scientific society was started by Mr. Owen who was officiating as Principal in place of Mr. Beckett on leave—"Numerous meetings were held at which papers on matters of scientific interest were read. The meetings were well attended and always wound up with an animated discussion in which students took part." At the Morris College the Principal reports that—"A feature of the year which has had a distinct bearing on college work has been the formation of various societies in which papers have been read by professors and students." A history society has been in existence in this college since 1917 and during the present year similar societies have been started for the study of Philosophy, Economics and Sanskrit. The debating society continues its activities. At the Robertson College, Jubbulpore, there have been regular meetings of the literary society. A few special lectures on subjects of general interest have been delivered by outside lecturers at the Morris College and several at the Hislop College. In the latter place a reading room has been opened. The Nagpur lecture series continued during the year and special facilities were again given by the committee for their attendance by college students whilst several of the lecturers lectured also in the Morris and Hislop Colleges. Lantern lectures also were regularly delivered in the Robertson, Morris and Hislop Colleges. College magazines and co-operative societies continue.

The reports from the various Principals are equally interesting and satisfactory with regard to the outdoor activities of the students. At the Robertson

College, Jubbulpore, a number of hockey, tennis and football matches were played during the year. At the Hislop College the Principal reports that in spite of the outbreak of plague and its effect on the college "the hockey team was at least able to give a good game to the team of any other college. The tennis season was fairly successful." At the Morris College the Principal reports that weekly contests were held in tennis. Inter-year matches were organized in hockey, football and athletic sports. Volley-ball was introduced into the college for the benefit of those students who took no part in other games. The college won the shield in the annual inter-collegiate hockey tournament.

CHAPTER III.

SECONDARY EDUCATION—BOYS.

Anglo-Vernacular Schools.

Numbers.

12. There is a decrease of one high school, due to one of the European schools with more girls than boys having been classed as a girls' school.

The numbers in the high department have again fallen. After a decrease of 523 recorded last year there is a further fall this year of 686, or nearly 15 per cent of the number at the beginning of the year. This is due mainly to the simultaneous effects of two causes, either of which would be sufficient to produce a marked reduction even if acting alone. The first cause, the rise in cost of living, must have affected the ability of many families to keep their boys at school up to an advanced age, and no class has been more seriously affected by this than the professional and 'Government servant' classes which contribute so largely to the strength of the high schools. The other main cause, the High School Entrance Examination which bars the road to the unfit, still operates in reducing numbers. The superannuation rule has had a similar effect in Government schools. After another year the last two causes should cease to cause further reduction as they will by then have been in force for 3 years after which their effect should remain constant; in fact, the numbers should rise with improvement in instruction and results. It is impossible to say how long economic conditions will continue to reduce numbers, but there are signs that they have already reached their maximum effect. It is, therefore, reasonable to anticipate that unless abnormal conditions again arise, the numbers in high schools have reached their nadir and will henceforth increase.

13. In the anglo-vernacular middle schools (including the middle department of high schools) there is an increase of one school and 532 pupils. The High School Entrance Examination in the case of these schools of course tends to cause increase in numbers since a certain number of those who fail to get promotion remain in the middle department.

Buildings.

14. All Government high schools (except the Patwardhan High School, Nagpur, which it is intended to move into the Morris College building when the latter is transferred to the University site) are now adequately housed, many having new buildings on the standard plan; and all have science laboratories, also on the standard plan. Aided high schools are also fairly well provided on the whole; the managers have to keep up to a minimum standard if only to meet the requirements of the University. As regards anglo-vernacular middle schools, 3 new buildings were completed during the year for Government schools, nearly all of which are now adequately housed. For the few which still require new buildings arrangements are being made for the selection of sites and the preparation of plans and estimates. Several municipal schools are still unsatisfactorily provided for and require the attention of the municipal committees concerned. It is pleasing to learn that in one or two places in the Nagpur circle private gentlemen have generously come forward with offers to subscribe for new buildings. There is still ample scope for donations and endowments of this kind. Considering the popularity of anglo-vernacular schools, the amount of financial support that they receive from the public is disappointingly small. The Inspector of Schools, Nagpur, complains of the

indifference of many municipal committees to the proper equipment of their schools with furniture and apparatus.

Staff.

15. A sustained effort has been made for several years to staff Government anglo-vernacular schools with trained teachers, with the result that in high school departments there are now 117 trained teachers out of a total of 188, and in the middle department 136 teachers out of a total of 336. The revised scale of pay for the upper and lower division of the Subordinate Educational Service, for which proposals were framed at the close of the year, will render the prospects of teachers in Government schools much more attractive and should make it possible for Inspectors to pick their men on appointment instead of, as hitherto, having to take any applicant possessing the minimum qualifications. Five posts in the Provincial Educational Service were given to head.nasters of Government high schools. No more Indian Educational Service headmasters have been appointed but four more have been asked for. The appointment of an Indian Educational Service headmaster to the Patwardhan High School, Nagpur, has resulted in raising in a marked manner the tone and standard of the school, and it is hoped that similar results will follow in other schools when all the Indian Educational Service and Provincial Educational Service headmasters' posts are filled. To eleven of the largest Government high schools clerks were appointed. Batches of drill masters were sent for training to the Saugor Police Training School with markedly beneficial results. In the adequate staffing of non-Government schools, much headway has still to be made, a large proportion of their teachers (about 80 per cent) being still untrained. With the larger outturn of trained teachers brought about by the reorganization of the Training College this disadvantage will be gradually minimized. The University fortunately insists on a certain standard for the qualifications of the staff of high schools but the managers are finding it increasingly difficult to pay the salaries required to satisfy University demands and to attract and retain competent men. These schools rarely possess any endowments and depend on their income almost entirely on fees and the Government grant, so that in the absence of any increase in the rate of fees or a revision of the grant-in-aid rules there is little prospect of their securing the necessary income to pay the enhanced salaries that will undoubtedly be required in the near future. Aided anglo-vernacular middle schools are still worse off as regards staff:—

Inspector of Schools, Nagpur Circle.

"Unfortunately, it is usual for the aided anglo-vernacular schools to offer no inducements to their masters to either go for training or to remain in service when trained. The result is that masters decline to enter into agreements and on the completion of their training, take employment in schools where more enlightened management offers better conditions of service.

Hostels.

16. All Government high schools have hostels attached to them and so have many aided high schools. They are not all full, however; it is only in a few schools that the demand for hostel accommodation exceeds the supply, except in Berar where the high school hostels and the hostels attached to several anglo-vernacular middle schools are popular. 3 new hostels for anglo-vernacular middle schools were opened during the year, 2 in Berar and 1 in the Nagpur circle.

The cost of living in hostels varies from Rs. 8 to Rs. 15 according to the local rates prevailing and the kind of food taken by the boarders. It has, of course, recently risen to a considerable extent owing to the general increase in prices. A careful investigation of the cost of living in one hostel—that attached to the Amraoti Hindu High School—was made by the Inspector of Schools, Berar, with the result that no reduction could be made without cutting down the food supplied below the quantity and quality demanded and needed by the boarders. In the maratha districts a common mess for the boarders is the rule and the prejudice against it in the northern districts is reported to be gradually dying down.

Examination results.

17. The results of the Matriculation Examination have deteriorated slightly, the percentage of passes being 35 against 38 last year. This was slightly higher than the University average. The results of the Nerbudda circle were markedly inferior to those of the rest of the province. On this point the Inspector writes:—

Inspector of Schools, Nerbudda Circle.

"Speaking generally, instruction in high schools in this circle is very poor. The results of the Matriculation Examination in this circle have been bad for a number of

years past, and the results this year, are worse than ever. In Government high schools the staff badly requires pruning and some steps have already been taken in this direction. Much more, however, requires to be done, though, until the new scale of pay is introduced, the task of replacing inefficient teachers by better ones is not easy. Some headmasters too, who pass over in silence, indifferent and half-hearted work on the part of their assistants, require to be shaken up to a sense of their responsibilities."

The highest percentage was again obtained by the New English School, Nagpur, from which 71 per cent of the candidates passed. The Patwardhan, Balaghat, Khamgaon, Seoni (Mission), Betul and Model (Jubbulpore) High Schools also did well. The majority failed in English and in the History and Geography group. As failure in the latter is frequently due to weakness in English, the results point to the need for better English teaching in high schools.

18. The High School Entrance examination results have improved the percentages for the circles varying between 43 per cent (Nerbudda) to 49 per cent (Jubbulpore) this year against 31 to 43 last year, which indicates that the instruction is becoming more efficient, though slowly. The percentage in every circle is lowered by the very poor results obtained by a number of very inefficient schools; the best schools came out of the test quite satisfactorily. This proves that it is not the test that is at fault, but that, on the contrary, it was very much needed, not only for sifting the material for high schools, but for bringing into strong relief the urgent need for raising the standard of instruction in many of the aided anglo-vernacular middle schools. The examination is only a qualifying one in which the standard required is low, and a school which is unable to bring the majority of its pupils up to this standard must be admitted to have failed in its primary duty; and such failure is forcibly brought home to managers, teachers, parents and pupils by the inability of the latter to proceed further with their studies. The examination should, therefore, not only raise the quality of high schools by keeping out inadequately prepared students, but should also act as a powerful stimulus for the improvement of the middle schools.

The Inspector of Schools, Berar, makes the following interesting remarks regarding the annual promotion examinations :—

Inspector of Schools, Berar.

"In last year's report I dwelt on the existence of corrupt practices at the time of the annual examination. During this year I have attempted to exercise a closer control over teachers taking private tuition, and have required that parents should consult headmasters before engaging private tutors for pupils. Special warning was also given in schools with regard to attempts to obtain fore-knowledge of question papers. The result has been a marked decrease in the number of accusations of unfair means being used by candidates during the examinations. The number of complaints and appeals from guardians against the results of these examinations has, however, increased, and many of these appeals give an interesting reflection of parent-psychology."

Inspector of Schools, Nagpur.

19. "Instruction in many aided anglo-vernacular middle schools and generally in all high schools is only moderate in quality, owing to the large number of untrained teachers, many of whom are too old to adopt modern methods of teaching, or to work systematically. The work of the trained teachers, who are generally in charge of the highest classes in high as well as in anglo-vernacular middle schools, is comparatively better, as is seen from the high school and Matriculation examination results.

"English teaching in some schools is very unsatisfactory and is generally due to a mistaken and exaggerated idea of the teacher's capacity in the language. Systematic efforts to abolish common errors and barbarisms are being made in most schools and many teachers are now learning the use of a dictionary with profit."

Discipline.

20. There were no organized breaches of discipline such as those which marred the work of certain schools in previous years. There is reason to believe that discipline is becoming more effective and less dependent on the fear of punishment.

Outside Educational activities.

21. A very gratifying feature of high school life is the recent development in many high schools, of many-sided social activities. Mr. Dix remarks as follows :—

Inspector of Schools, Berar Circle.

"Side by side with improvements in the attainments of pupils there has been going on a development of educational activities outside the class-rooms. Games are played with greater keenness and a better spirit, corporate life is beginning, and wider interest in general knowlege and culture is arising. These things are testified by school co-operative book-shop, the subjects selected by the literary and debating societies, hand-work exercises

inter-school games, the ability of the pupils to arrange their own ceremonies, festivals, celebrations and social gatherings of past students, team-work in the nature of social service during epidemics, fires and at a recent railway accident. An abundance of such examples have come to my notice during the year.

Manual Training.

22. Further progress has been made in the development of the scheme for introducing manual training or handwork into secondary schools, with the help and under the direction of the Director of Manual Training. The double manual training centre at Jubbulpore has been completed and its equipment is also nearly complete. Plans and estimates for five other manual training centres have been drawn up and sanctioned and it is hoped that these will be ready for use by July 1921. Three other centres will be built subsequently, and it is hoped that nine centres will be ready, fully equipped, by July 1922. A class of instructors has been formed at the Training College and a special course drawn up for it. Men selected for this class will, on completion of their training, if successful, be competent to be appointed as instructors in manual training centres. Manual training has also been introduced as part of the ordinary secondary Trained Teacher's certificate course. One of the secondary grade stipendholders has been selected for special training with a view to appointment at the end of the year as instructor in the Training College.

Mr. Spence reports as follows on the quality of the work done and the enthusiasm with which it has been taken up by teachers and students :—

Principal, Training College.

"(1) The teachers under training are as eager to take up manual training as to make it embarrassing to select men for the classes.

"(2) The things made show a large degree of finish and æsthetic sense.

"(3) Parents and guardians do not object to it, in the way in which they did when previous attempt to introduce manual training was made.

"(4) The Director can depend on the sympathy and co-operation of teachers of other subjects."

Management of aided Schools. Inspector of Schools, Nagpur Circle.

23. "The management of some of the Nagpur aided schools is fairly good, otherwise the general standard of management is distinctly poor.

"Few schools have any member on the committee who is conversant with or experienced in educational matters and it is sometimes difficult to obtain adequate attention to the staff. On the whole, service in aided schools is unattractive and is frequently unpopular, particularly in municipal schools.

Physical exercises and games. Inspector of Schools, Nagpur Circle.

24. "Great improvement has been effected in this important branch of education; students in general look cheerful and healthy. All the high and two municipal anglo-vernacular schools have separate drill masters. Four of these were sent to the Police Training School, Saugor, for special training in drill, and the result has been most satisfactory. Most of the English schools have play-grounds, the most notable exception being the aided schools in Nagpur City. Drill and kasrat are regularly taught, in all the schools; and out-door games, such as foot-ball, hockey and cricket, have made great progress during recent years as was evident in the last divisional tournament. Indian games of atyapatya, khokho and malkhamb were added to the above and every encourgement is given to native games.

"Swimming and other sports with which the teachers and the boys had opportunities of acquainting themselves during excursions with the members of the League of Honour served to awaken the spirit of self-reliance and co-operation.

"As a rule, the conduct of boys in games and tournaments is exemplary and the spirit of the League of Honour which has now been introduced in most of the anglo-vernacular and many vernacular schools has done much to prevent quarrels.

25. About Rs. 14,500 were spent in grants on playing-grounds for anglo-vernacular schools during the year. Owing to these grants and to grants paid in previous years, anglo-vernacular schools are now very largely provided with the necessary grounds for games. Difficulty has been experienced in Nagpur City in securing suitable land within reasonable distance of the schools, but this is now being overcome. Both in Nagpur and Jubbulpore plots of land for the combined purposes of all the local schools has been acquired and separate plots allotted to individual schools.

Scholarships and fees.

26. The value of middle and high school scholarships was raised by Rs. 2 each per mensem in the case of holders who reside in places where middle and high school education is not available. Out of the sanctioned number 745 of such scholarships only 649 were awarded owing to the lack of qualified candidates for the remainder. The reorganization of the system of scholarships has been under consideration for some time, as well as the question of revision of the rate of fees, with which it is intimately connected, and the closely allied

question of the reclassification of high and middle schools. The main point for consideration as regards scholarships is whether they should be fewer in number in view of the fact that there has not been up to now a sufficient number of qualified candidates for the present sanctioned number, but of higher value in view of the increased cost of secondary education. As regards fees it is difficult to see how enhancement can be avoided if only for the reason that, it will be difficult for aided schools, which depend on fees very largely for their income, to pay their way in the future without such enhancement.

Vernacular middle Schools—Boys.

27. It is gratifying to report an increase of 4 schools and 200 pupils in this type of school. The increase in pupils has, however, taken place in two circles only, Berar (683) and Jubbulpore (286); in other circles the number of pupils has decreased. These schools are not yet all satisfactorily housed and staffed. With the increased outturn of 3 year trained teachers from the Normal Schools the difficulties regarding staff ought gradually to be overcome, but meanwhile without a sufficient number of such teachers some of the vernacular middle classes, which are the recruiting grounds for the normal schools, have to be taught by men who have neither sufficient knowledge of their subjects nor the capacity to impart what knowledge they possess. Local bodies are slowly making up arrears in construction and extension of buildings, but there are still many schools where accommodation is inadequate. Enrolment in the top (vernacular middle) classes of these schools is still insufficient in some circles (particularly Chhattisgarh) to provide the necessary material for the normal schools, but some of the district councils have expressed their intention of increasing the number of schools by adding middle classes to some of the larger primary schools. There is a general opinion that the number in vernacular middle schools would greatly increase if hostels were attached to them and if a larger number of vernacular middle scholarships were established.

28. In Berar the staff of Urdu vernacular middle schools has been strengthened by transfer to them of a certain number of teachers who have studied up to the Matriculation standard from anglo-urdu middle schools for which they were not sufficiently qualified in English, but whose vernacular qualifications should render them competent for vernacular middle school work.

29. In one municipal vernacular middle school in Berar (Shegaon) English has been introduced as an optional subject. This, though allowed in the curriculum, has not been tried in any other school of this kind hitherto, as it was usually considered that the teaching of English, if given sufficient time to be efficient, would tend unduly to crowd out other subjects. As even a smattering of English is not without its uses and appears to be a great help in obtaining employment, the introduction of the subject is likely to make vernacular middle schools more popular and is for that reason to be encouraged provided that it does not seriously interfere with the teaching of the other subjects in the curriculum and divert likely candidates from the normal schools.

CHAPTER IV.

PRIMARY EDUCATION—BOYS.

30. The passing of the Primary Education Act in the meeting of the Legislative Council in March 1920 was by far the most important step forward in primary education during the year. The Act empowers local authorities to introduce, under certain conditions, compulsory education for boys between certain ages in the areas under their jurisdiction. It is hoped that some of these bodies, particularly municipal committees, will take early advantage of this opportunity to make a serious attempt to render the inhabitants of their areas literate. It will be seen from what is said in this chapter regarding attendance in primary schools that the time has come when further progress under the voluntary system is likely to be small and that any substantial advance in primary education can only come as a result of compulsory measures.

Numbers.

31. The number of primary schools has increased by 26, but the number of pupils has decreased to the small extent of 839 or .3 per cent of the total. There is considerable variation over the province; in Berar there is an increase

of 1,937 and in Nagpur and Nerbudda circles decreases of 1,717 and 1,133, respectively. The increase in Berar is attributed to the prosperity of the division due to bumper cotton crops, a view which is supported by the fact that the only district in the Nerbudda circle which shows an increase is Nimar, also a cotton district, and that the average attendance increased in Wardha, though the enrolment decreased. The two main factors contributing to the decrease would appear to be economic conditions and relaxation of official pressure. There has also, in all probability, been a decline in population owing to influenza and plague. Economic conditions affected enrolment and attendance on account of high cost of living, high prices and wages, and shortage of labour which rendered it difficult for tenants to spare their boys and tempted labourers to send their sons to work at an early age, rather than to school. Official pressure by Tahsildars and other executive officers is becoming gradually relaxed as being opposed to the spirit of the time. The Commissioner of the Nerbudda division considers that if revenue officers dropped schools out of their programme altogether, the reduction in numbers would be far more marked.

The Commissioner, Chhattisgarh division, agrees with the Deputy Commissioner, Raipur, in his remark that the decrease in numbers and the increased cost of living points to the need of securing and consolidating the progress already made before proceeding further.

Staff.

32. Many Deputy Commissioners in forwarding the district reports have remarked on the urgent need of improving the salaries of vernacular teachers. The Deputy Commissioner, Nimar, remarks that 'until a partially educated man has advantage in the comforts of life over an uneducated cooly, no real improvement in voluntary attendance in primary schools can be expected'. The teacher now turned out of the normal school is better qualified on entering that school and receives a better training than his predecessor, so that improvement in quality ought to be gradually effected, but the need for raising emoluments is no less urgent on that account; indeed, it is more urgent since the better educated the teacher is, the more dissatisfied he is likely to be if kept on a low wage without any substantial prospects. The need for raising salaries during the year was, therefore, urgent for several reasons. In the first place, salaries were previously far below requirements, without allowing for increase in prices; secondly, the rise in cost of living and wages has rendered a corresponding rise in teachers' salaries essential; and thirdly, on account of improvement in their quality, teachers merit higher emoluments.

33. For these reasons the recurring grants, imperial and provincial, available for primary education during the year were almost entirely devoted to raising the emoluments of vernacular teachers by granting them war and scarcity allowances. In all nearly 3 lakhs were distributed for this purpose. The majority of local bodies paid the allowances to their teachers at Government rates, *viz.*, Rs. 3-8-0 to those on salaries below Rs. 16 and Rs. 6 to those above, but in some districts lower rates had to be adopted owing to paucity of funds, in order to provide which many local bodies had to draw on their accumulated balances, as their recurring income was insufficient to meet the demand. As the Local Self-Government Act which was passed after the close of the year has given these bodies enhanced powers of taxation, it is hoped that they will be able in future to raise the funds necessary to place the salaries of their teachers on a satisfactory footing. It is doubtful whether the introduction of compulsion or indeed any substantial advance in vernacular education is practicable or desirable until teachers are paid a living wage, and are given prospects which men of their standard of education may reasonably expect.

Inspector of Schools, Nerbudda circle.

"Much of the work that is being done by vernacular school-masters is unsatisfactory. This is hardly surprising, as men who receive a pittance which is barely sufficient to keep themselves and their families alive cannot be expected to put much enthusiasm into their work"

Inspector of Schools, Berar circle.

"A disquieting factor in primary education in Berar generally is the large number of resignations of teachers. Out of the 400 teachars employed in Yeotmal district, more than 50 resigned and entered private services in the last 6 months of the year. As a result several schools had to be closed till new men could be recruited. Unless the pay of teachers is greatly increased, this factor will have an increasingly destructive effect on education in the future."

Buildings.

34. As the provincial grants given to local bodies for the construction of buildings in the two previous years, amounting to four lakhs, had not been fully spent by local bodies, no more grants for buildings were made in the year under review. 91 new buildings were constructed, but there are still 905 primary schools or a little less than a fourth of the total number without buildings of their own. 754 board schools or a little less than a fifth of the total are without buildings, and about 300 require extension. At the present rate of construction it will take many years to provide for existing schools, to say nothing of new schools to be opened. In view of the expansion that is to be anticipated as a result of the Primary Education Bill and of the interest that the Reformed Government may be expected to take in the spread of education among the masses, the demand for expenditure on buildings is likely to increase largely in the near future; it is therefore desirable to economise as much as possible on the construction of individual buildings. With this object district councils have recently been allowed to delegate to school committees or other village agencies the power to construct new buildings estimated to cost not more than Rs. 1,200 provided that, before doing so, the Council shall have satisfied itself regarding the capacity of the agency or committee to carry out the work. A cheap plan for a 'kutcha' building by which a school building can be constructed at a cost not exceeding this amount has been prepared. It is hoped that by this means and by taking advantage of the natural interest of villagers in supervising the work of their own school and in economising on materials and labour, it will be possible to build at considerably less cost than hitherto. The system has already had a limited trial, mainly in the Mandla district where it is said to have been successful on the whole but unpopular in certain parts of the district, probably owing to the amounts provided from district funds proving insufficient, with the result of the villagers or school committees finding themselves liable to contributions of money or labour to complete the works. There is no reason, however, why such individual hardships should not be guarded against, or that the villagers should make any contributions that are not purely voluntary. In some districts, particularly in the prosperous cotton tracts, school committees and villagers consider 'kutcha' buildings beneath the dignity of their village and have come forward with voluntary contributions to make up the extra cost of 'pukka' buildings. The system of cheap buildings though perhaps more particularly suited to the poorer districts deserves a thorough and extensive trial. Indeed, it is difficult to see how the present arrears in buildings can be made up and buildings provided for future expansion unless some more economical method of construction than that in force hitherto, is adopted.

Local bodies and school committees.

35. As remarked in last year's report, there are more signs of interest on the part of office-bearers of local bodies than on the part of the ordinary members.

Commissioner, Jubbulpore division.

"The Deputy Commissioner, Saugor, has given an instance of the striking results which can be attained by properly directed non-official agency, and it is high time that district councils should realise that they are responsible for the efficient management of their schools. Possibly the introduction of the Reforms will do something to quicken their conception of their duties in this respect. The withdrawal of Government officers from the position of office-bearers of district councils ought also to assist in making the council members realise their responsibilities to the rate-payers. The distribution of sanads to members of local bodies who have rendered especial services in the cause of education is a good method of encouraging them to take an interest in the schools in their charge, and I am enquiring why no such sanads were granted in Saugor and Damoh."

The Inspector of Schools, Nagpur circle, advocates greater devolution of powers to school committees but on the other hand the Secretary of the Nagpur District Council remarks that committees will only work if continually watched and stimulated from outside. It may reasonably be hoped that the sense of public responsibility that should be engendered and developed by the Reforms and the powers given to villagers by the Village Punchayat Act may cause school committees to participate more actively in the affairs of their school which is in some respects the most important public institution in the village.

36. The relations between local bodies and departmental officers have been satisfactory on the whole and creditable to both parties. With tact and a

certain amount of give and take on both sides no serious difficulties need arise, and have not in fact arisen to any extent, although the position is necessarily a somewhat delicate one, since Deputy Inspectors who are not subordinates of local bodies, are partly responsible for the administration of schools under the control of the latter. In one or two district reports, district council officers have criticized the work of Deputy Inspectors. It would be well for them to avoid such criticisms which should, where necessary, come from the Deputy Commissioner or the Inspector of Schools.

37. An experiment made by the Nagpur Municipal Committee of appointing an officer under their own control for the supervision of their schools has not been a success in the opinion of the Inspector of Schools who states :—

Inspector of Schools, Nagpur circle.

"The appointment of a superintendent of the municipal schools at Nagpur judged from the absence of visible result must be considered a failure. This is probably due to the lack of proper direction of his work, but it is difficult to find reason for the continuance of a scheme so barren of results. The Nagpur experiment should be a warning and should emphasise the undesirability of diverting funds which are badly needed for more genuinely educational work. If and when compulsory education is introduced there may be scope for such posts as attendance officers who may also perform clerical and administrative duties for the school board, but the present tendency is unsound.

Inspector of Schools, Nerbudda circle.

The Inspector of Schools, Nerbudda circle, is of the same opinion regarding a similar appointment by the Hoshangabad District Council :—

"The Chairman of the District Council, Hoshangabad, has noted the neglect of duty by vernacular school-masters and suggests as a remedy the appointment of 'supervising masters.' One 'supervising master' has already been appointed. The title is somewhat misleading, as the 'supervising master' will not be a school-master but a district council inspector. I view this innovation with some misgiving. In the first place, the district council will have to pay the salary and travelling expenses of the 'supervising master' from funds which should go to increase the pay of teachers. Secondly, the touring of the inspecting officer, who will probably not receive enough pay from the district council to enable him to keep a pony or other conveyance, will inflict a hardship on the village school-masters, who will in practice be expected to arrange for his touring. Thirdly, a system of independent inspecting officers reporting directly to the district council, will lower the prestige and usefulness of Deputy Inspectors."

Examination results.

38. 16,301 boys passed the primary education or 55 per cent of the number of candidates against 17,328 or 55 per cent last year. In the Middle School Scholarship examination, candidates for which must have completed the primary School course and passed the primary examination, 411 obtained scholarships against 308 last year, an improvement of 33 per cent.

Courses of instruction.

39. A revised course in Geography and a course of 'general information' for vernacular schools was drawn up by the Training College staff and are under consideration. As in the case of the new syllabus in vernacular language and Mathematics, they are being tried in the practising schools attached to normal schools and will be introduced gradually into other schools as teachers capable of dealing with them satisfactorily become available.

Adaptation of primary schools to rural needs.

40. The policy of the department regarding agricultural instruction in rural schools was clearly explained in last year's report and need not be recapitulated. Mr. Nand Kishore reverted to the Agricultural Department in November 1919 after having done most useful work in advising the Education Department regarding the training of teachers of Nature Study and the development of vernacular and normal school gardens. He also revised the Nature Study syllabus, and drew up instructions for the use of Government farms by vernacular schools. With a view to seeing whether any further steps could advantageously be taken to give primary schools a rural bias, arrangements were made with Mr. S. B. Gokhale, Public Prosecutor, Khandwa, to tour the districts of Nimar and Hoshangabad in order to draw up a scheme of local experiments in agricultural instruction in those districts. Farm schools were opened by the Agricultural Department at Chandkhuri and Pawarkhera.

School gardens. Inspector of Schools, Nerbudda circle.

"There are some practical difficulties in the way of increasing the number of gardens in vernacular schools, such as the want of water and compound fences and the objection of parents to their boys' carrying water. There are, however, some good school gardens at places where the schoolmaster is keen. Several garden farms were opened at vernacular schools in the Narsinghpur district at the initiative of the Deputy Commissioner. Practical agriculture rather than mere gardening seems to be the object of these garden farms. The demonstration farm attached to the vernacular middle school at Chaurai in the Chhindwara district has done good work. The Deputy Commissioner states that few of

the boys attending this school intend to take up agriculture as a profession. Many of them, however, will go to a normal school and their practical experience of agriculture will be of great value to them there and afterwards as teachers. A similar demonstration farm is to be opened at Singhori in the Chhindwara district. All experiments in the direction of combining a practical agricultural training with an elementary education are to be welcomed. At the same time it is well not to be too optimistic of the immediate result of these experiments. The Agricultural Department Farm School at Powarkhera has much difficulty in finding pupils and the cultivator may well argue that his son can learn more practical agriculture from helping his father in the fields than from the school-master in the school garden."

Factory schools.

41. There are 9 factory schools, against 7 last year, new schools having been opened at Chandur Railway and Dhamangaon in Berar. They are now all managed by local bodies who are given grants from Provincial funds equivalent to their total expenditure on the schools. The number of pupils declined from 1,235 to 1,058 probably owing to the temptingly high wages which boys can now earn. The schools are all reported to be successful except the Akola school which is characterised by the Inspector as a complete failure.

Night Schools. Inspector of Schools, Berar.

42. "Night schools have declined during the year. I have always doubted whether these schools were worth the money spent on them, and whether district boards were justified in maintaining them while the demands made on funds by primary schools remained unsatisfied. The number of centres in Yeotmal district fell from 43 to 5 during the year for lack of pupils and only one centre was maintained in Amraoti district."

Schools for the "Deaf and Dumb."

43. The Amraoti school for the deaf and dumb had to be closed owing to the death of the headmaster. The Nagpur school continued to do good work under Mr. T. K. Parande for whose training in England the Government of India has recently sanctioned a special scholarship.

CHAPTER V.

EDUCATION OF GIRLS.

General.

44. What little progress has been made in the education of girls has been confined to Berar where the number of pupils in primary schools has increased. In the Hindi-speaking parts of the province there has been no advance. One Deputy Inspector rather quaintly sums up the situation with the remark that 'female education is carried on in response to a demand that does not exist.' The Inspectress of Schools, Jubbulpore, is equally pessimistic :—

Inspectress of Schools, Jubbulpore.

"Here the course of girls' education appears to be almost stationary, the slight movement being a retrograde one. It is difficult to lay one's finger on the real cause, or causes of this unhappy state of affairs. Epidemics and high prices are undoubtedly factors which have to be taken into consideration and these are always offered as excuses for non-attendance—but in my opinion the real obstacle is the fact that the general public does not want, except in theory, schools for girls. The external conditions except those mentioned are all in favour of a forward movement. In the more enlightened districts all, or nearly all, the schools are in good buildings, the teachers are trained, and are taking a much more intelligent interest in their work than formerly (this is due to a very large extent to the help they receive at the conferences). Work is conducted on much more up-to-date and interesting lines, and a much larger number of scholarships are available. Salaries have been considerably increased, and teachers are in constant touch with the inspecting staff, but in spite of all this, there is no real progress. Committees when asked to help, promise to do so, but generally end up by saying that the parents do not want their girls educated. Their influence would be greater if they sent their own children to school regularly."

Numbers.

45. There is an increase of 501 pupils or about $2\frac{1}{2}$ per cent of the total; the greater part of this increase occurred in Berar primary schools, numbers in other divisions remaining practically stationary.

Anglo-vernacular Schools.

In the high department the number of schools rose from 7 to 9, owing to one European school coming under the designation 'girls' school' as a result of a preponderance of girls on the roll, and the development of the Johnson Girls' School at Jubbulpore into a high school. The latter accounts mainly for the increase of 33 in number of pupils.

Girls' High School, Amraoti.

In the Girls' High School, Amraoti, the number of pupils disappointingly decreased from 65 to 52 and the number of boarders declined from 39 to 34. The Inspectress of Schools attributes the decrease to girls leaving after passing the Matriculation, to marriages, and to a certain number leaving for Poona schools with a view to appearing at the Bombay Matriculation examination.

The first two causes are of normal occurrence, and girls leaving school for these reasons should ordinarily be replaced by new admissions. Nor does the third cause seem sufficient to account for any substantial fall. The truth appears to be that the school, though excellently staffed and housed, is not yet sufficiently appreciated by the public. Government has done its part in opening and maintaining this school; it is now for the people to take advantage of this excellent opportunity for educating their girls which Government has placed in their midst.

"The number of teachers is the same as last year and the headmistress in her report speaks very highly of their work in the school and of their eager efforts to make use of every opportunity afforded to them for their own improvement in work and general knowledge. Inspectress of Schools, Nagpur.

"Six candidates appeared for the High School Scholarship and Entrance examination last year and two were given scholarships. This year 4 have appeared and 3 girls have been recommended for scholarships. Of the 21 scholarships sanctioned for the school in 1919-20, 19 were awarded.

"An attempt is being made to meet the wishes of those parents who prefer that their children should not take the entire course. The headmistress is also proposing a scheme by which girls who are not taking the full time course with a view to matriculation can be given a more domestic training in practical hygiene, nursing and the care of children. It is too early to say whether this scheme will be found as workable in practice as it sounds in theory. There is no doubt that something of the sort should be attempted. Many of the old-fashioned and orthodox parents are firmly convinced that the object of the high school is to prepare for Matriculation and they have no intention of allowing their girls to follow this course. If they could be shown that the high school does endeavour to fit its students for their domestic duties by a certain amount of practical training, over and above the more academic side of their education there is no doubt that the school's popularity would be considerably increased.

"Walks and games have had special evenings of the week assigned to them and have been in charge of the resident teachers. These and other forms of outdoor exercises are very much more popular than they used to be and the girls really seem to enjoy them. This accounts to a large extent for the school's continued good discipline and tone and for the clean bill of health. During the year the hostel life has been active and happy. The games and other outdoor exercises provided have been much more popular than hitherto and the girls go to them with every sign of thorough enjoyment and pleasure. The old aimless wandering round seems to be a thing of the past. The resident teachers have done wonders in bringing about and maintaining this pleasant state of things. The students' gardens have been a feature of the year."

46. The number of anglo-vernacular middle schools for girls remained the same and the number of pupils also practically stationary. These are confined to the Jubbulpore circle and are all mission schools; all except one are reported to be doing well. *An attempt is being made in the marathi districts (Berar and Wardha) to introduce the teaching of English as an extra optional subject into* vernacular middle schools. This has been tried at Yeotmal, Akola, Wardha and Khamgaon, but it is reported that the experiment has not been as successful as was hoped owing largely to indifference on the part of the public but also partly to changes in the school staffs and the lack of suitable teachers for teaching English. Every effort will be made to overcome the difficulties regarding staff, on which the success of this experiment must mainly depend.

Nineteen girls appeared for the Matriculation examination of whom 8 passed. 11 passed the High School Entrance examination out of 19 candidates. Examination results.

47. In the number of vernacular middle schools there has been a slight increase of 2 schools and 275 pupils. In the Jubbulpore circle the work of some of the schools suffered owing to epidemics and economic conditions are reported to have reduced the number of girls who would otherwise have proceeded beyond the primary stage. Vernacular middle schools.

48. The number of primary schools has increased by 2 and pupils by 202. Epidemics seriously interfered with the work of these schools in both circles, but in Berar schools which largely escaped, attendance improved. Attendance in the higher classes of nearly all these schools is very low; it is only in Primary schools.

a few of the larger schools, mostly in large towns and at distant head-quarters, that the top classes are full. The Inspectress of Schools, Jubbulpore circle, remarks that :—

Inspectress of Schools, Jubbulpore.

"The majority of village schools show no improvement and in some cases as in Nimar, are nothing more or less than *creches*. Attendance is just as bad as before and parents show less inclination than ever to send their girls to schools when they reach an age when they can be useful at home"

The Nagpur Inspectress writes in a similar strain :—

Inspectress of Schools, Nagpur.

"In large towns attendance is generally satisfactory but in village schools it is very irregular. Attendance in the upper classes of all schools is surprisingly poor, but nothing very effective can be done in this matter. People will not send the older girls to school except in rare cases and when they do agree to send them they frequently keep them away on the slightest pretext and regard school as an agreeable way of filling in any odd time that does not happen to be more interestingly or more profitably occupied."

49. The number of girls in boys' schools has remained practically stationary, the outstanding feature still being the large number of such girls in Chhattisgarh.

Inspectress of Schools, Nagpur.

"The number of girls in boys' schools still continues to increase owing to the award of bonuses to men teachers and the local and official advice to the villagers in mofussil tracts. The number is 6,254 against 5,683 of last year. This shows a steady advance in the matter of co-education in spite of public prejudice against girls attending schools with boys. The amount spent this year on these bonuses is Rs. 1,134 against Rs. 1,355 of last year, the reduction being due to the rates for attendance in the lower classes having been decreased."

Many Deputy Commissioners and Commissioners have remarked on the inadequacy of the rates on which rewards are paid to schoolmasters for securing the attendance of girls in these schools, and recommend that they should be increased.

Instruction.

50. The primary examination results, *viz.*, 482 passes out of 923 candidates, against 610 passes and 1,019 candidates last year, show that instruction has not improved. Progress in reading and writing is said to be fair, but other subjects such as Arithmetic, Geography and Needle work are unsatisfactory. This is disappointing in view of the steadily increasing proportion of trained teachers; there are now 234 trained teachers out of a total number of 356.

Normal schools.

51. Of the two Government normal schools at Jubbulpore and Amraoti, the Jubbulpore school continues to do very good work in spite of interruptions on account of plague. The Amraoti school is also efficiently conducted, but the numbers are not increasing, great difficulty being still experienced in securing suitable candidates from the marathi districts. The Montessori class which was started as an experiment at Jubbulpore has not been altogether successful and will probably be closed down unless it soon shows signs of greater promise. The Inspectress speaks highly of the work of the staff of the Jubbulpore normal school.

The aided normal schools of which there are 3—all under mission management and in the Jubbulpore circle—are reported to be doing fairly well.

52. In the Women's Teacher's Certificate examination (Junior and Senior) 27 passed out of 51 candidates against 35 out of 85 candidates last year. Considering the poor material available for admission into the normal schools these results are creditable. This examination has now been divided into two parts, theoretical and practical, which will be held at the end of the 1st and 2nd year respectively of the normal school course. Also examination 'by compartments' is now allowed as in the case of men's normal schools, by which candidates who have failed in not more than two subjects can appear in those subjects again without having to appear for the whole examination.

Inspectress of Schools, Nagpur.

53. "A Kindergarten Class attached to the Providence Mission Girls' School, Nagpur, has made an excellent start under competent teachers and is now recognised and aided by the department as a special institution. The teachers under training in this class are doing very good work and learning intelligent methods. Hitherto only teachers employed in or required for schools managed by the mission have been admitted to the class. But the managing authorities are prepared to receive a few teachers from Government schools. We propose to take advantage of this offer. Teachers deputed to this class will necessarily be the more poorly qualified and less successful teachers and will receive instruction more suited to their capacity and requirements than they are likely to get

at present in Government normal schools. Accordingly sanction has been obtained to the deputation of not more than 10 teachers at a time from the Government vernacular schools for training in the above class."

Scholarships.

54. Three collegiate scholarships were awarded to Indian ladies for study in Arts colleges outside the province. 23 high school and 26 middle school scholarships were awarded out of the sanctioned number of 24 and 32, respectively. The number of scholarships tenable in vernacular girls' schools which are given to girls who are completing their primary school course with a view to going to the normal school for training as teachers, was increased from 62 to 95. Two scholarships were sanctioned tenable in the Lady Hardinge Hospital, Akola, for training in midwifery, and no less than 180 *dai* scholarships were awarded. Six scholarships were awarded to girls preparing for admission into the Agra Medical School.

Industrial Schools. Inspectress of Schools, Nagpur circle.

55. "The Industrial Girls' School, managed by the United Free Church Mission at Bhandara, was closed during the year under report.

"The industrial class attached to the Providence Girls' School was doing so well that it was finally decided to make the providence girls' school an industrial rather than a primary school.

Inspectress of Schools, Jubbulpore.

"The Mission Industrial School, Saugor, continues to make satisfactory progress, though the enhanced price of materials is making the sale of work very difficult for the manager. The weaving department (closed during the war) has been reopened, and a new silk embroidery industry started.

"The Friends' Mission Industrial School, Sohagpur, turns out quite good work. It is run in connection with the Friends' Mission Boarding School, and was started in order to give the girls some interest outside their daily school work.

Conference of Teachers. Inspectress of Schools, Jubbulpore.

56. "There is no doubt that the annual conference is doing an enormous amount of good to the teachers of this circle. In addition to revising their methods of teaching and obtaining new ideas on various subjects the mistresses are able to get a great deal of help in other matters. The improvement in tone and discipline and the better relations that exist between head mistresses and their assistants, and all mistresses and the inspecting staff is very noticeable, especially so among the younger women. The exhibition in connection with the conference has resulted in a good deal of original handwork, and some excellent specimens of plain and fancy needle work. Next year we hope to hold a inter-school sports meeting in connection with the conference."

Inspection.

57. The Inspectress of Schools, Nagpur circle, makes the following remarks on the question of 'reserved' schools, or schools under female inspection only, and the difficulties encountered by female inspecting officers in touring in out-of-the-way places:—

Inspectress of Schools, Nagpur circle.

"The schools, especially those in important centres, require very much more supervision than it is at present possible to give them and it might perhaps produce better results if the Assistant Inspectresses devoted time to the development of the more promising schools rather than to long and difficult journeys to places off the railways and main roads where the schools are small and not likely to develop considerably in the near future. At present, particularly in Berar, in the touring season, conveyances to such places are either not procurable at all or procurable only at a cost exceeding the mileage allowed even to the Inspectress, and under conditions which make such journeys extremely difficult and unnecessarily arduous for a woman. It would, therefore, seem desirable to decrease rather than increase the number of schools in charge of the female inspecting staff."

CHAPTER VI.

MUHAMMADAN EDUCATION.

Numbers.

58. In the total number of Muhammadan pupils there was a fall from 17,035 to 16,764 or about $1\frac{1}{2}$ per cent. This fall occurred in the Nagpur, Jubbulpore and Nerbudda circles; in Berar there was an increase. Thus the figures for Muhammadans follow those for the attendance of boys from all communities and the decreases and increases are due to the same causes, *viz.*, prosperity in Berar, and unfavourable economic conditions combined with gradual relaxation of executive pressure elsewhere. The decrease was most marked in primary schools, numbers in anglo-vernacular schools having remained practically stationary.

The proportion of Muhammadans attending various kinds of institutions to the total number of pupils in those institutions is about 8 per cent in the case of colleges and about 8 per cent and 10 per cent in the case of primary and secondary schools, respectively. Thus Muhammadans, who constitute about

4 per cent of the total population of this province are not really backward as compared with the community as a whole, though they are backward as compared with the more advanced sections of it.

59. Prominent Muhammadans are anxious to extend the system of urdu and anglo-urdu schools. The Jubbulpore Anjuman Islamia Society has recently asked local bodies to make provision for such schools on the introduction of compulsory education. It will, however, be difficult for local bodies to comply with this request unless the Muhammadan community is prepared to make greater efforts than it has made hitherto in providing material for teachers. The urdu normal school has been extended and by its increased outturn is gradually improving the quality of the urdu staff in Berar, but little has been done so far to provide teachers for urdu schools in other parts of the Province. This year an examination was to be held in Nagpur for testing local candidates for admission into the urdu normal school, but no such candidates were forthcoming.

Anglo-vernacular schools.

The Inspector reports as follows on the Muhammadan high school and anglo-urdu schools in Berar :—

Inspector of Schools, Berar circle.

"The number enrolled in the Muhammadan High School remained stationary. The school is, however, improving and has evolved an *esprit de corps* which is manifest in the school life, discipline and games. Both shields for hockey and both for football were won by this school's high and middle school teams, and two boys were granted certificates for saving life.

"The number of pupils in the 8 anglo-urdu middle schools rose from 431 to 502 while the number of Muhammadan pupils in anglo-marathi middle schools rose from 119 to 127. Four of these anglo-urdu schools are under trial for 3 years, and have one year still to run. In these the numbers increased from 108 to 140 owing to spasmodic Muhammadan charity to poor pupils. These four show no improvement in efficiency and in spite of all attempts to recruit Muhammadan teachers from other provinces also it has been found impossible to staff Muhammadan schools with Muhammadan teachers. Changes have been frequent, staffs have been incomplete, and the majority of the teachers employed have been inefficient and unenterprising.

"Of the 68 Muhammadan candidates appearing for the High School Entrance and Scholarship examination, 36 passed and 11 were awarded scholarships. A large number of these candidates had failed in previous years."

60. Of the aided high schools the Anjuman schools at Nagpur and Jubbulpore are progressing satisfactorily. Regarding the Hakimia High School at Burhanpur the Inspector remarks :—

Inspector of Schools, Nerbudda circle.

"The Hakimia High School, confined to boys of the Bohra community, is increasing in popularity and has attracted boarders from Zanzibar, East Africa and elsewhere.

61. There is a demand in some places for the teaching of Urdu and Persian in Government high schools, a demand which Government is perfectly willing to meet when justified by the number of pupils taking these subjects, but this number is usually very small. On this point the Nagpur Inspector says :—

Inspector of Schools, Nagpur circle.

"Considering the absence of qualified teachers and the fact that the existing provision is far in excess of the total requirements of the circle, it is difficult to see how practical measures can be taken to meet requests for the wholesale opening of those special classes. While every sympathy is felt with the sentiments of such applicants, it is clearly their duty to utilise existing provision before asking for more."

Scholarships.

62. Of the 25 middle school and 25 high school scholarships reserved for Muhammadans all but one were awarded.

Urdu Normal School.

63. The Urdu Normal School is developing and will have to be further extended so as to provide a sufficient number of teachers, if not for all the urdu schools in the province, at any rate for the southern portion of it. The new class-rooms were occupied during the year and the hostel extension completed. The present superintendent has done much to raise the general tone of the school and to broaden the outlook of his students who have a much more alert and intelligent air than their predecessors of a few years ago. Better material is gradually being secured for admission ; boys are admitted at a younger age and with better qualifications than formerly. This does not mean that the standard is high even now, but it shows marked improvement and signs of better things for the future."

CHAPTER VII.

EDUCATION OF THE BACKWARD CLASSES.

Numbers.

64. The total number of boys of the backward classes at school are shown in the returns as having fallen from 35,585 to 29,663 or by about 17 per cent. In one circle (Jubbulpore) the decline (7,870 to 4,448) is so great that it must be attributed partly to wrong classification. Figures for the attendance of these classes are always open to suspicion; it is most difficult to ensure that school-masters send in accurate returns on the attendance of boys belonging to backward castes and tribes. Allowing, however, for mistakes in classification, there has undoubtedly been a serious fall. The economic causes which have been mentioned as operating in reducing numbers generally would naturally operate to a greater extent on the depressed classes and aborigines, the majority of whom are labourers or tenants in poor circumstances, than on the community as a whole. The decline has taken place solely in primary schools, the number of pupils in other stages of instruction having remained stationary. Regarding measures taken to encourage these classes to attend secondary schools, the Berar Inspector remarks :—

Inspector of Schools, Berar.

"The grant of freeships to the pupils of these classes reading in secondary schools is having but little influence on admissions, and it appears that these classes are recognising that present conditions offer few openings to those of their children who obtain an anglo-vernacular education. They prefer to send them to industrial work and their policy is sound; for the breakdown of social barriers is impossible until a satisfactory level of economic equality has been established among classes."

65. Few, in fact, go beyond the primary stage, and it is difficult to find qualified candidates for the middle and high school scholarships reserved for these castes. Of 25 such scholarships sanctioned, only 8 were awarded last year. A more hopeful sign is that a few are coming forward as candidates for admission into normal schools.

Special measures for improvement.

66. The sum of Rs. 50,000, which was set aside out of the recurring grants received from the Government of India for special measures for the encouragement of education among backward classes, was not utilized for this purpose during the year owing to the very urgent need of the funds for giving war and scarcity allowances to teachers in vernacular schools generally. Until sufficient funds are available to pay existing teachers a living wage, it is premature to incur any large expenditure on the extension of education among special classes of the community. As soon, however, as the salaries of teachers have been placed on a satisfactory basis, it is hoped that effect will be given to some of the very varied proposals received from local bodies for the benefit of the backward tribes and castes. The matter is one in which it will be necessary to proceed with caution; as pointed out in last year's report, any special measures that tend to accentuate caste distinctions should as far as possible be avoided.

67. The prejudice against low-caste boys sitting in class with other boys varies considerably with the locality, and opinions still differ widely as to how far distinction of caste is insisted upon in practice.

CHAPTER VIII.

EUROPEAN EDUCATION.

68. The number of schools remains the same, but one secondary and three primary schools have been reclassified as girls' schools owing to the number of girls on the roll now exceeding that of boys. The number of pupils increased by 57, but there has been no increase in the number of European or Anglo-Indian pupils. Of the total number attending, *i. e.*, 1,753, 88 per cent are Europeans and Anglo-Indians.

Inspector of European Schools.

"A comparison of the figures for the high, middle and primary departments shows that still only a small number of children complete their school education. Only 5·4 per cent of the total number of children are in the high department, and the middle department only contains 22·8 per cent. The fall in the average daily attendance in the middle and primary departments during the year 1918-19 was explained by the influenza epidemic.

Fees.

69. In last year's report a marked fall in hostel attendance and fees was recorded. This year also there has been a large decrease of Rs. 8,242 in hostel fees, due to the corresponding fall of 34 in the number of boarders in the hostels. Tuition fees have increased. In all schools the fees charged vary in accordance with the pecuniary circumstances of parents. The Bishop Cotton School, Nagpur, found it necessary to raise its tuition fees in order to meet increased expenditure on staff.

Staff, instruction and examinations. Inspector of European Schools.

"The number of trained teachers has increased from 43 to 49 during the year and the number of untrained teachers has fallen from 76 to 71. Three teachers who were sent for training at Government expense and of whom one has had special training in kindergarten work have returned during the year. Two meetings of the European School Certificate Board were held during the year when various questions relating to the curriculum and examinations were discussed. In the High School Leaving Certificate examination this year 32 candidates appeared, compared with 36 last year. The percentage of passes (about 44) was nearly the same as in the previous year. There were 55 entries for the Middle School Certificate examination, *i. e.*, two less than last year. An increase in the percentage of passes from 40 to 54 is very satisfactory."

Reclassification of certain schools. Inspector of European Schools.

70. "In order to ensure that the scholarships should in future be awarded only to the type of children for whom they were originally intended the definition of the term 'European' in the manual was revised. Pupils claiming admittance to European Schools as Europeans must now produce positive proof of European ancestry. In consequence of the new definition the proportion of Europeans in several schools is now less than 75 per cent, the minimum necessary under the Code for the recognition of a school as 'European'. Except in the matter of grants the reclassified schools will not be generally affected by the change."

CHAPTER IX.

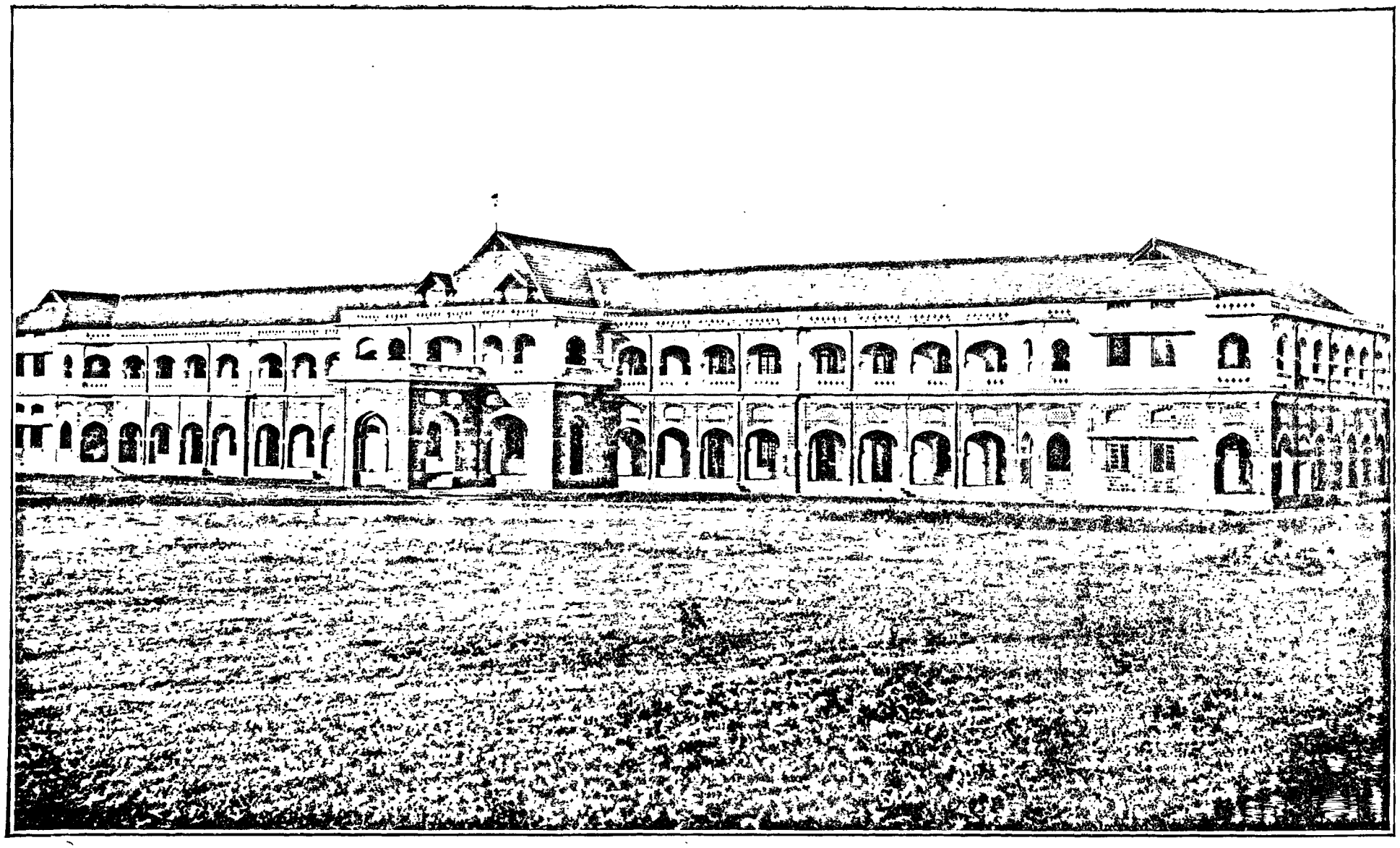
TRAINING OF TEACHERS (MALE).

Spence Training College, Jubbulpore. (Anglo-vernacular teachers.)

71. The reorganization of the Training College for which the sanction of the Secretary of State was received at the beginning of the year under review, has provided a scheme for the training of 50 graduates and 100 undergraduates. As the former go through a one year course and the latter a two year course, the annual outturn of trained teachers will be 50 trained graduates (for work in high school departments) and 50 undergraduates (for work in middle school departments). This outturn should suffice for staffing all Government high and anglo-vernacular middle schools with trained teachers in a few years and should go far to mitigate the deficiencies of aided schools in this respect.

72. Under the new scheme the staff of the collegiate (or graduate) department which prepares students for the L. T. examination of the Allahabad University has been separated from that of the secondary grade (or undergraduate) department which prepares students for the Trained Teacher's Certificate examination. For the former the staff will consist of the Principal in the Indian Educational Service and for each subject of the secondary school curriculum a professor in the Indian Educational Service or Provincial Educational Service who will be a specialist in his own subject and will not only train students but supervise work in that subject in the undergraduate department and the model high school. This body of experts will be of great use to the department in drawing up courses of study and for general advice on any questions regarding special subjects. The sanctioned staff includes a lady lecturer in kindergarten subjects and lecturer in Hygiene and Physical Culture, but these had not been appointed at the close of the year and some of the professors of special subjects have yet to be appointed. The secondary grade department consists of six teachers in the upper division of the Subordinate Educational Service.

73. The extension of the building necessitated by the scheme, costing about 1¼ lakhs, was completed soon after the year began, and was opened by Sir Benjamin Robertson in December 1919. Provision has been made for ample hostel accommodation (including separate arrangements for Muhammadans) additional class-rooms, a museum, drawing hall, model lesson hall, students' common room and dispensary.



NORMAL SCHOOL FOR MEN, WARDHA.

74. "The total number of students in the College was 114 against 89 last year, out of whom 42 (including a lady student) were in the L. T. Class. The distribution of practical work among the professors according to the subjects they had taken up, ensured adequate and skilled supervision and this I believe will result in a higher standard of efficiency in the teachers' under training. This being the first year when special subjects were taken, only a few from among the students were allowed to take them up. Next year I hope to see a much larger number take up some subject or other.

"The second year class consisted of 20 students of whom 19 passed. Only one failed to obtain a certificate. For the final examination the questions were set and the answers marked by the professorial staff.

"The college was able to form a very strong cricket team which won the Sells Cricket Shield in the Jubbulpore Educational Athletic Tournament."

Normal Schools (Vernacular teachers)

75. In accordance with the scheme sanctioned in the previous year for the further extension of normal schools, two new schools, one at Saugor and the other at Yeotmal, were opened during the year under report. The development of the Yeotmal school has been hampered owing to the difficulty of securing temporary accommodation at that place, but at Saugor where the old High School buildings have been available the school has progressed and has at the time of writing reached its full size. At the same time the normal schools at Seoni, Khandwa, Bilaspur and Nagpur were enlarged. The new buildings at Akola and Wardha which were nearly completed at the close of the year have since been completed and occupied, but the new building at Bilaspur is still under construction. The extension of the Nagpur and Urdu normal school buildings were completed. The Seoni building is still to be extended to accommodate 150 and Khandwa, Saugor and Yeotmal have still to be provided with new buildings; with the exception of Yeotmal plans and estimates for these have been prepared or are under preparation and sites have been selected.

76. Considerable difficulty has been experienced in obtaining recruits in sufficient number and of the right quality, particularly in backward tracts such as Chhattisgarh. Preparatory classes for teachers not qualified for admission with a view to bringing them up to the necessary standard in one year were opened at Bilaspur and Seoni. A scheme of territorial distribution was introduced by which admission to each normal school will be ordinarily confined to the area from which students for that school can most conveniently be recruited. Improvement in the quality and quantity of material for admission can only be secured by more and better vernacular middle schools (the recruiting grounds for the normal schools) and by the profession of the vernacular school teacher being made more attractive. Most local bodies are alive to the first need and some are taking steps to improve and extend their vernacular middle schools. The second need can only be met by increased expenditure on salaries; Government has already made very liberal grants for this purpose and it will be for local bodies to make use of the enlarged powers of taxation given to them under the Local Self-Government Bill to meet their own share of the expenditure. No large extension of primary education can be efficiently carried out unless there is a corresponding extension of vernacular middle schools to provide additional material for the teaching staff.

Examination results.

77. The percentage of passes in the (vernacular) Trained Teacher's Certificate examination was 60 against 67 in the previous year. This is not a satisfactory percentage for schools which select their material on admission and prepare that material for an examination which is conducted by the department with due regard to the work actually done in the schools. Candidates for selection are, however, often of such poor quality that selection is nominal rather than real; and the curriculum is thought by some to require curtailment. Although the training now given is longer than that given under the previous normal school system and the qualifications of candidates for admission are higher, the Inspector of Schools, Berar, is still not satisfied with the quality of the men turned out.

Medical training for Normal School teachers.

78. With a view to qualifying a certain number of normal school teachers to impart instruction in Sanitation and Hygiene 17 teachers (including 2 ladies from the normal schools for women), have been deputed for a 2 years' course in the Robertson Medical School, Nagpur. They will be taken through a course of Hygiene and Physiology prior to their appointment as Hygiene instructors in normal schools.

CHAPTER X.

RAJKUMAR COLLEGE.

79. Mr. Stow, the permanent Principal, returned from military duty in June 1919 when he took over charge from the Rev. A. F. G. Wardell. The work of the college has been seriously handicapped by the delay in appointing a Vice-Principal, the need of a second European officer for general supervision and special teaching being much felt.

Numbers.

80. The number rose from 59 to 61 during the year. Of these the Central Provinces (mostly the Feudatory States) contributed roughly two-thirds, 13 came from the Orissa States, and Bihar, Madras and Assam were all represented. As regards the question of numbers and accommodation in the future the Principal states :—

Principal, Rajkumar College.

"The present number of kumars is the maximum which can be taken comfortably with the existing boarding house and class-room accommodation. With the present area of recruitment the roll is likely to remain in the neighbourhood of 60. Five kumars will probably have left the college by next term, but I know already of 5 new kumars who are likely to join then, and there are signs that the estates of Behar will provide recruits in increased numbers in the near future."

Buildings.

81. The new main buildings were completed early in 1919 and the grounds have been laid out. A few subsidiary buildings, masters' quarters, etc., are in course of construction. An electric installation, the gift of the Maharaja of Sirguja, has been put in, and another gift, a swimming bath, is being made by the Chiefs and Zamindars of the Central Provinces.

Diploma examination.

82 Three kumars appeared for the Chiefs' College diploma examination for which candidates from the college appeared for the first time. The Principal points out that without a European assistant it is difficult to compete in this examination with the other Chiefs' colleges where English masters are available to teach nearly all subjects.

Games.

83. Regarding games and outdoor life the Principal says :—

"The dissolution of my bobbery pack has made hunting impossible but paper chases and scouting have taken its place in cross-country riding. Polo was played twice a week throughout the rains and the beginning of the cold weather.

"Games have been played as usual, and it is satisfactory to be able to record an improvement in the results of senior kumars matches in cricket. Owing to the dearth of strong local sides, members of the staff have played in very few matches, but the kumars by themselves have been able to make a creditable show in matches with teams against which formerly they would have done nothing without the help of masters. In other games the aim has been to make kumars play matches without the help of masters as much as possible, and the results have been satisfactory in football, but hockey has been until lately disappointing both among seniors and juniors.

"A new feature of the outdoor life of the College has been the introduction of Boy-Scout games. I hope some time to have a regular Boy-Scout troop in the college, but this is impossible without a trained scoutmaster on the staff."

Governing Body. Principal, Rajkumar College.

84. An important event in the history of the college has been the recent reorganisation of the Governing Body. For some time it has been felt that the increased size and importance of the college necessitated a more representative and at the same time workable controlling authority on the lines of other Chiefs' colleges. The new constitution, provides for this need by bringing the college more closely into touch not only with the Governments but also with the chiefs and zamindars of the two provinces for which the colleges principally caters, namely, those of the Central Provinces and Bihar and Orissa, and by the substitution of a large General Council and a small Managing Committee for the former Governing Body.

CHAPTER XI.

TECHNICAL EDUCATION.

Government Engineering School, Nagpur. Principal, College of Science.

85. Excluding motor drivers the number of students at the Engineering School was as follows :—

Year.	Civil Engineering.	Mechanical Engineering.	Motor Mechanics.
1st year ...	12	11	4
2nd „ ...	12	8	5
3rd „ ...	2	8	4
4th „ ...	...	7	3
Total ...	26	34	16 =76

an increase of four over the number of last year.

"During the year considerable progress was made with the new class rooms, which will soon be ready for occupation, and a coal shed was built next to the engine house. But perhaps the most important development has been the great improvement which has been effected in the workshops. In the old machine shop the shafting was dismantled and all machines were transferred to the new shop. The flags were removed from part of the flooring, the earth excavated and filled with moulding sand and a new Morgan cupola with pipes was erected thus converting the building into an excellent foundry. In the new machine shop the girders on one side of the building were lowered to a more convenient position, shafting was fixed and all machines, including two new lathes and a milling machine, were erected. In the smithy the old cupola and travelling crane were dismantled, a motor was fixed in the oil engine house to provide power for the blower for the forges and cupola, foundations were made and shafting supports were erected for a new forging hammer. The carpenters' shop was flagged and shafting pillars were erected to carry shafting for the machines which are to be installed. In addition to the above an electric line was erected to convey power to the carpenters' shop and smithy, and ten almirahs for tools, four tables, three benches, eighteen moulding boxes, pulleys, levers, six shafting plummer blocks completed with bearings and five shafting hangers were made for the various shops.

"The whole of the above work with the exception of the flagging was carried out by the school workshop staff with the small additional assistance of two carpenters, one fitter and one coolie.

"A 44 H. P. crude oil engine with dynamo has been ordered and grants have been applied for to provide funds for the extension of the power and oil engine houses and to purchase more lathes and a slow speed horizontal steam engine. When these further improvements have been effected the school shops will be very efficient and well equipped for the number of students whom it is intended to take in. All machines are electrically driven."

86. "The examination results were satisfactory. In the Civil Engineering department 11 passed the final (Certificate) examination out of 16 candidates; in the Mechanical Engineering department 5 passed the school Diploma and Certificate examination out of 6 candidates, and all 6 candidates passed the second class Boiler Act examination; and in the Motor Mechanics class the 1 candidate who appeared for the final examination passed.

"The above record of successes speaks for itself, but perhaps the best commentary on the work is to be found in the fact that all students who have successfully passed through the school have secured satisfactory employment. Plague huts were erected in January during the epidemic and enabled the work of the school to be carried on without interruption."

87. "The general tone of the school and hostel is excellent. The class of students is improving and the fact that past students find employment is beginning to show itself in increased competition to enter the school. Whereas in the beginning it was impossible to fill the class-rooms, this year there were 44 candidates for the Civil and Mechanical Engineering courses of whom 26 were admitted and over 40 candidates for the motor department of whom 6 were admitted.

"During the year the school was inspected by Mr. K. M. Saklatwala, Chief Engineer of the Empress Mills, and was so well reported on that the Director of Public Instruction sent a letter of congratulation to the staff.

"The building of new class-rooms on the same site as the workshops will result in increased efficiency since it will be possible to increase the workshop instruction by 1 hour daily.

"The thanks of the school are due to the members of the Advisory Boards for the interest and trouble they have taken over its development and to Executive Engineers and managers and engineers of mills who have taken students for their outside practical training, without which a really practical training under commercial conditions would be impossible."

Industrial schools

88. The report on industrial schools and on the reformatory school will be submitted by the Director of Industries.

CHAPTER XII.

MISCELLANEOUS.

Imperial grants

89. The Government of India recurring grant of one and a half lakhs sanctioned in the year 1918-19 for the development of primary education was expended for the following objects:—

		Rs.
Increase in normal school stipends	...	53,700
Grants to municipalities for factory schools	...	2,568
Grants to Berar district boards for extension of vernacular education.		8,002
Building grant to Wardha municipality	...	2,100
War and scarcity allowances to board vernacular school teachers.		83,630
Total	...	1,50,000

Out of the recurring grant of Rs. 10,000 for the entertainment of local men for teaching practical agriculture, Rs. 4,736 was spent on the pay of the Agricultural Adviser and his staff up to November 1st, 1919, when he reverted to the Agricultural Department.

Out of the non-recurring grant of Rs. 25,000 for agricultural education through the cinematograph, Rs. 1,794 was spent on cinematograph exhibitions to Nagpur students and school children at the close of the year.

The recurring grant of Rs. 1,50,000 above referred to was originally earmarked for the following objects :—

		Rs.
(*a*) Staff for the adaptation of primary schools to rural needs	...	15,000
(*b*) Education of backward classes ...	...	50,000
(*c*) Extension and improvement of primary education	...	85,000
Total	...	1,50,000

(*a*) was subsequently cancelled after receipt of the recurrring grant of Rs. 10,000 referred to above for the same object, and was added to (*c*). (*b*) was also subsequently diverted from the purpose for which it was earmarked owing to the urgent need of the funds for granting war and scarcity allowances to teachers.

Grants-in-aid.

90. 1919-20 was the last year of the quinquennium for which grants-in-aid to aided schools had been fixed in 1915. Estimates for grants during the next quinquennium were called for and the grants were assessed after the close of the year. Owing to the need for progressive increases in the salaries of teachers the grants will have to be considerably increased over those of the last quinquennium.

League of Honour.

91. The League continues to flourish in Yeotmal and considerable progress has been made in other parts of Berar and in some portions of Nagpur circle, particularly Nagpur and Wardha. It is also slowly penetrating into the other parts of the province.

Inspector of Schools, Berar.

"The School-Boy League of Honour has gained in popularity, but beyond the starting of a troop of scouts at Wun Anglo-Vernacular School very little new work has been undertaken. The schools are handicapped by the lack of scoutmasters, and until this difficulty is overcome the League can do but little more than provide a standard of morality for pupils."

Inspector of Schools, Nagpur circle

"I must acknowledge the evidence of good feeling shown by many non-officials particularly in the rural tracts. This has been particularly valuable in League of Honour work and the encouragement of manly sports. Wherever the League admission ceremony has been performed the local residents have come forward to help."

Inspector of Schools, Chhattisgarh circle.

"The district League committees have been in existence in all the three districts. No more schools except the Government anglo-vernacular schools at the district head-quarters have yet been enrolled in the League of Honour. Such Leagues have been started in the two Government high schools at Raipur and Bilaspur and in the anglo-vernacular middle school, Drug, and as many as 49 boys have joined the same."

Inspector of Schools, Jubbulpore.

"Almost all the anglo-vernacular schools and many vernacular middle schools in the circle have joined the League of Honour. Efforts are being made to inculcate the necessary healthy spirit in boys. The work done in the Mandla High School was very creditable; two students got gold-badges for saving life and two others secured silver-badges for meritorious work."

The chief obstacle to the advance of the League at present is, as pointed out by the Berar Inspector, the lack of competent scoutmasters. Some half a dozen scout troops have been formed and a class of scoutmasters was trained by the Revd J. R. McKenzie at Chanda soon after the close of the year. Arrangements were also made for the appointment on special terms of a trained scoutmaster from Mysore, but more scoutmasters will be required if the League is to extend and the troops are to be properly trained.

Touring.

92. "Cost of transport has increased in every respect and in some tracts is almost prohibitive. In addition there is great difficulty in obtaining normal requirements even at exorbitant prices mainly owing to artificial conditions. In some parts every obstacle is put in the way of the touring officer and many cannot but regard with distaste a duty performed under conditions which tend to become intolerable. If touring and inspection is to be reasonably thorough, it is essential to improve the conditions under which these arduous and trying duties are performed."

Inspector of Schools, Nagpur circle.

93. Rules were drawn up in accordance with instructions received from the Government of India for the establishment of a Provident Fund for teachers in schools under private management. The scheme was brought into force shortly after the close of the year and should do much to increase the efficiency of aided schools by rendering teachers more contented and giving them greater inducements to adopt teaching as a permanent profession. Provident Fur

94. Every circle held its annual conference and, in addition there were many district conferences and sub-conferences for vernacular teachers. These gatherings provide opportunities for exchange of ideas and for pleasant breaks in the somewhat monotonous lives of those serving in outlying places. They are usually run in conjunction with sports and tournaments, and exhibitions of manual work have been one of their most prominent features. Efforts have been made in recent years to confine the proceedings to matters that are likely to be really useful to teachers and to exclude vague discussion and the raising of questions outside their purview. Conferences.

95. In March and April last two series of cinematograph shows were given in Nagpur by the Sind Educational Cinematograph Company. The first series consisted of 9 demonstrations given to large audiences of students and school boys and girls and one to a 'purdah' audience of ladies in which an Indian maternity film, specially prepared in Bombay, was shown. Apart from the latter, the films were of a general nature and included educational, agricultural, industrial, natural history, spectacular and comic films. The number of shows was so arranged that every pupil of all Nagpur schools and colleges could attend once, and the films were selected as far as possible with reference to the audiences. The latter varied in number from 500 to 800, and were too large for the shows to be of any great educational value, but they were thoroughly enjoyed. For greater educative effect, smaller audiences and more explanation than it was possible to give in these shows would be necessary. The second series of shows were purely educational; geographical films were shown to classes from the local high schools in the presence of teachers so that the latter might see how far the film could be used as a help in teaching geography. Visual instruction.

A committee under the presidentship of Khan Bahadur Nizam-ud-din Ahmed, Inspector of Schools, Jubbulpore circle, sat in Jubbulpore to report on the best methods of developing visual instruction by means of the magic lantern. This committee has submitted its recommendations which are under consideration.

96. Circulating libraries are said to be gaining in popularity. They are located in large vernacular schools and the books and magazines which are provided by local bodies or by subscription are circulated to the surrounding schools. But in the provision of village libraries, a good deal more remains to be done by local bodies if libraries are to have any material effect in preventing reversion to illiteracy. Libraries.

97. First Aid and Hygiene classes were continued and were held in 51 centres. 287 obtained First Aid certificates, 285 Hygiene certificates, 68 medallions. First-Aid and Hygiene classes.

98. The total number of Jain pupils fell from 5,692 to 5,504. In some districts, such as Saugor and Seoni, this caste supplies the major portion of the enrolment in girls' schools. Jain Education.

99. The various departmental circulars have been revised, collected and bound together in book form in 3 volumes—Volume I on departmental administration and Volumes II and III on school management. The orders of the department on educational matters will henceforth be readily available to inspecting officers, headmasters and local bodies who will not have to waste time in searching for them in a variety of old files and records. Standing Orders.

100. Books received 438; sanctioned as text-books 76, for use as Library and prize-books 105. The special committees on the departmental Hindi and Marathi readers are still referred to regarding the revision of these readers Text-Book Committee.

101. "The number of applicants who sought the committee's advice and assistance was 114 against 60 in the previous year. This is the record number of applications since the formation of this committee. The number of students who proceeded to England during the year under report was 25, against a record figure in this respect. Students' Advisory Committee. Secretary, Indian Students' Advisory Committee,

"In their last year's report the committee had observed that the majority of the applicants who sought the assistance of the committee were inadequately qualified educationally. During the year under report the situation seems to have improved considerably as many of the applicants were well qualified and were quite serious about their projects."

102. The Director's office continued to discharge efficiently its onerous and exacting duties which are becoming more complicated and extensive every year as new schemes are formulated and carried out. The staff of this office as well as those of the subordinate offices of the Department was reorganized in July 1919, and again, with effect from 1st December 1919, in conjunction with offices in other departments. This has given much needed relief to a very hardworking and deserving class of men. Mr. Dix after $5\frac{1}{2}$ years' work in Berar speaks appreciatively of the co-operation of his subordinates, both Deputy Inspectors and teachers, who have done far more than their bare duty, and of their loyalty to the department often in the face of considerable unpopularity. The same may be said of the subordinate officers of the department throughout the Province. The superior officers have carried out their duties strenuously and enthusiastically—duties which have been exceptionally heavy in many cases owing to the continued shortage of staff.

J. C. EVANS,

Offg. Director of Public Instruction,

Central Provinces.

GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1919-20.

(For details see General Table III.)

Area and population.			Particulars.	Public Institutions.								Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to population of scholars in		Remarks.
				University Education.		School Education, General.			School Education, Special.		Total.									
Total area in square miles.	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.		Advanced.	Elementary.	Total.		Public institutions.	Public or private institutions.	Public institutions.	Public or private institutions.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
			Institutions.																	
99,623	Towns* ... 112	Males ... 6,930,392	For Males ...	4	3	499	3,867	4,373	13	7	4,393	23	28	51	4,444	8·9	8·8	...	...	
	Villages ... 39,005	Females 6,985,916	For Females ...	...	...	57	326	383	5	1	389	...	10	10	399	100·5	98·0	...	...	
	Total ... 39,117	Total 13,916,308	Total ...	4	3	556	4,193	4,756	18	8	4,782	23	38	61	4,843	8·2	8·1	...	...	
			Scholars.																	
			Males ...	957	294	64,378	240,641	306,270	1,338	311	307,919	524	835	1,359	309,278	...	...	4·44	4·46	
			Females ...	...	1	5,111	34,435	39,547	179	64	39,790	60	643	703	40,493	...	...	·56	·57	
			Total ...	957	295	69,489	275,076	345,817	1,517	375	347,709	584	1,478	2,062	349,771	...	...	2·49	2·57	

*All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

Abstract Statement of Expenditure on Public

(For details see

—	Total Direct Expenditure on Public Instruction.							
	University Education.		School Education, General.			School Education, Special.		
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total.
				Upper.	Lower.			
1	2	3	4	5		6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	2,71,369	1,43,776	16,63,500	18,73,839	2,06,862	2,26,927	1,63,154	45,49,427
For Females ...	...	...	1,31,836	2,11,706	40,505	49,799	10,807	4,44,653
Total ...	2,71,369	1,43,776	17,95,336	20,85,545	2,47,367	2,76,726	1,73,961	49,94,080
2. (*a*) Percentages of Provincial expenditure included in columns 2—16 to total Provincial expenditure on Public Instruction.	3·95	3·36	21·67	32·78	3·51	6·80	3·92	75·99
(*b*) Percentages of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on Public Instruction.	...	...	24·40	34·96	5·61	·18	·06	65·21
(*c*) Percentages of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction.	...	...	22·94	42·57	2·51	...	·48	68·50
(*d*) Percentages of total expenditure in columns 2—16 to total expenditure on Public Instruction.	4·00	2·12	26·45	30·72	3·64	4·07	2·56	73·57
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution. Cost to Provincial Revenues.	210 9 11	449 13 7	33 2 9	11 10 11	11 0 9	192 5 11	626 0 11	43 12 6
Government Institution. Cost to Local and Municipal Funds.	...	...	...	0 0 4	..	...	...	0 0 2
Total cost ...	283 13 0	487 6 0	47 6 3	11 11 11	11 1 0	192 5 11	630 11 6	51 13 8
Local Fund and Municipal Board Schools. Cost to Provincial Revenues.	...	...	5 15 0	5 2 8	0 7 1	33 9 0	...	5 3 10
Local Fund and Municipal Board Schools. Cost to Local and Municipal Funds.	...	...	7 11 4	2 11 4	0 4 5	125 2 0	...	3 9 2
Total cost ..	...	...	14 14 4	8 0 6	0 11 10	158 11 0	...	9 2 5
Aided institutions. Cost to Provincial Revenues.	54 0 2	...	21 3 2	4 8 9	1 0 4	29 3 1	82 8 3	10 10 4
Aided institutions. Cost to Local and Municipal Funds.	..	...	0 6 8	0 14 2	1 7 11	...	19 7 7	0 14 7
Total cost ...	256 1 1	...	57 15 4	15 15 8	7 6 5	137 6 5	201 6 4	32 14 10
Unaided institutions. Total cost ...	...	...	32 5 5	6 13 4	5 2 6	...	...	8 9 7
All institutions. Cost to Provincial Revenues.	157 6 7	449 13 7	12 5 1	5 5 7	0 8 10	183 11 1	404 1 4	8 10 e
All institutions. Cost to Local and Municipal Funds.	...	...	5 6 11	2 6 11	0 3 10	1 5 11	13 3 1	3 0 e
Total cost ...	274 6 2	487 6 0	25 14 0	8 10 1	0 15 10	189 10 8	455 6 3	14 6 1

TABLE II.

Instruction in the Central Provinces and Berar for the Official year 1919-20.

General Table IV.)

Total Indirect Expenditure on Public Instruction.							Total Expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	97,753	2,94,237	1,29,876	6,31,050	4,28,720	15,81,636	61,31,063	
...	...	44,146	10,077	39,640	1,19,020	2,12,883	6,57,536	
...	97,753	3,38,383	1,39,953	6,70,690	5,47,740	17,94,519	67,88,599	
...	2·48	8·32	3·19	4·44	5·58	24·01	100·00	
...	...	·80	·24	25·95	7·80	34·79	100·00	
...	...	·25	·34	23·62	7·29	31·50	100·00	
	1·44	4·98	2·06	9·88	8·07	26·43	100·00	

Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Public							
	Under Public Management.							
	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.								
Arts Colleges.								
English ... ... for males ...	3	635	653	530	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Oriental ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Colleges for Professional Training.								
Law ... ... for males ...	1	122	122	102	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Medicine ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Engineering ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Teaching ... ... for males ...	1	114	108	103	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Agriculture ... ... for males ...	1	59	65	63	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Veterinary ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Commercial ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Forestry ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Total ...	6	930	948	800	...	...	...	...
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
High Schools for males	20	2,303	2,216	1,939	4	223	212	190
Middle Schools for males ... English ...	52	5,849	5,969	5,101	43	5,280	5,490	4,526
Vernacular ...	11	1,228	1,237	966	272	43,039	42,714	30,167
High Schools for females	1	17	18	17	...	...	...	...
Middle Schools for females ... English ...	1	39	40	35	...	...	...	...
Vernacular ...	21	2,098	2,073	1,581	...	...	...	...
Total ...	105	11,534	11,553	9,639	319	48,542	48,416	34,883

TABLE III.

and Berar for the official year 1919-20.

Institutions.															
Under Private Management.															
Aided by Government, by Local Funds or Municipal Boards.				Unaided.				Grand Total of Institutions.	Grand Total of Scholars on 31st March 1920.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular language.			
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	322	336	263	...	...	...	...	4	957	874	420	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	..	...	...	...	1	122	122	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	114	114	...	72	1	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...		...	...	...	1	59	59	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	322	336	263	...	...	...	...	7	1,252	1,169	420	72	1	...	
18	1,303	1,268	1,056	1	71	72	61	43	3,900	3,900	2,463	1,423	4	...	
55	4,555	4,549	3,805	9	379	428	340	159	16,063	16,063	748	16,063	31	...	
12	1,198	1,234	928	2	243	239	222	297	45,708	...	...	45,708	1,301	...	
8	94	80	72	...	...	...	...	9	111	111	53	76	...	2	
12	432	434	369	...	...	...	...	13	471	471	152	301	...	1	
14	1,138	1,104	842	...	...	...	..	35	3,236	18	...	3,236	...	39	
119	8,720	8,669	7,072	12	693	739	623	556	69,489	20,563	3,416	66,807	1,336	42	

Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Public							
	Under Public Management.							
	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.								
Arts Colleges.								
English ... ... for males ...	3	635	653	530	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Oriental ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Colleges for Professional Training.								
Law ... ... for males ...	1	122	122	102	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Medicine ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Engineering ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Teaching ... ... for males ...	1	114	108	103	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Agriculture ... ... for males ...	1	59	65	63	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Veterinary ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Commercial ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Forestry ... ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Total ...	6	930	948	800	...	...	...	...
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
High Schools for males	20	2,303	2,216	1,939	4	223	212	190
Middle Schools for males ... English ...	52	5,849	5,969	5,101	43	5,280	5,490	4,526
Vernacular ...	11	1,228	1,237	966	272	43,039	42,714	30,167
High Schools for females	1	17	18	17	...	...	...	...
Middle Schools for females ... English ...	1	39	40	35	...	...	...	...
Vernacular ...	21	2,098	2,073	1,581	...	...	...	...
Total ...	105	11,534	11,553	9,639	319	48,542	48,416	34,883

TABLE III.

and Berar for the official year 1919-20.

Institutions.															
Under Private Management.															
Aided by Government, by Local Funds or Municipal Boards.				Unaided.				Grand Total of Institutions.	Grand Total of Scholars on 31st March 1920.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular language.			
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	322	336	263	...	...	...	...	4	957	874	420	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	..	...	
...	...	...	...	..	...	...	...	1	122	122	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	114	114	...	72	1	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...		...	...	...	1	59	59	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	322	336	263	...	...	...	...	7	1,252	1,169	420	72	1	...	
18	1,303	1,268	1,056	1	71	72	61	43	3,900	3,900	2,463	1,423	4	...	
55	4,555	4,549	3,805	9	379	428	340	159	16,063	16,063	748	16,063	31	...	
12	1,198	1,234	928	2	243	239	222	297	45,708	...	...	45,708	1,301	...	
8	94	80	72	...	...	...	...	9	111	111	53	76	...	2	
12	432	434	369	...	...	...	...	13	471	471	152	301	...	1	
14	1,138	1,104	842	...	...	...	..	35	3,236	18	...	3,236	...	39	
119	8,720	8,669	7,072	12	693	739	623	556	69,489	20,563	3,416	66,807	1,336	42	

Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Public							
	Under Public Management.							
	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Primary Schools.								
For males ... ... { Upper ...	6	640	654	477	2,873	213,107	212,425	141,029
{ Lower ..	3	303	312	262	591	23,569	24,067	16,619
For females ... ... { Upper ..	178	10,758	10,660	7,082	1	43	38	22
{ Lower ..	47	2,192	2,120	1,394	1	14	15	8
Total ...	234	13,893	13,746	9,215	3,466	236,733	236,545	157,678
SCHOOL EDUCATION, SPECIAL.								
Training Schools .. ... { for males ..	12	1,322	1,256	1 176	1	16	16	15
{ for females ...	2	116	125	116	...	...	...	...
Schools of Art .. ... { for males ...	...	...	...	...	...	...	...	...
{ for females ..	...	...	...	...	...	...	...	...
Law Schools ... { for males ..	...	...	...	...	...	...	...	...
{ for females ..	...	...	...	...	...	...	...	...
Medical Schools ... ... { for males	1	75	82	67	...	...	...	...
{ for females ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools { for males ..	1	76	76	61	...	...	...	...
{ for females ...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ... { for males ...	1	75	73	60	...	...	...	...
{ for females ...	...	..	...	...	...	...	...	...
Commercial Schools ... { for males ...	...	...	...	...	...	...	...	...
{ for females ...	...	...	...	...	...	...	...	...
Agricultural Schools ... { for males ..	...	...	...	...	...	...	...	...
{ for females ..	...	...	...	..	...	...	...	...
Reformatory Schools ... { for males ...	...	...	...	..	...	...	...	...
{ for females ...	...	...	...	...	...	..	...	...
Other Schools ... ... { for males ...	...	...	...	...	...	...	...	...
{ for females ...	...	...	...	...	...	...	...	...
Total ...	17	1,664	1,612	1,480	1	16	16	15
TOTAL OF COLLEGES AND SCHOOLS OF PUPLIC INSTRUCTION	363	28,021	27,859	21,134	3,786	285,291	284,977	192,576

TABLE III.—(*Concld.*)

and Berar for the official year 1919-20.—(Concld.)

Institutions.														
Under Private Management.								Grand total of Institutions.	Grand total of Scholars on 31st March 1920.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys' in girls schools.	Remarks.
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						English.	A Classical Language.	A Vernacular language.			
Number of institutions.	Number of Scholars on the rolls on 31st March 1930.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.								
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
140	9,956	10,023	6,970	65	3,031	3,867	2,304	3,084	227,634	592	139	227,223	14,788	...	
103	2,912	2,802	2,182	86	2,749	2,331	1,565	783	29,033	...	..	29,033	1,459	...	
55	3,558	3,577	2,662	8	376	366	245	242	14,735	666	199	14,069	...		221
28	846	887	561	18	622	600	420	84	3,674	...	...	3,674	...	...	
316	17,272	17,289	12,389	177	7,178	7,164	4,530	4,193	275,076	1,258	338	273,999	16,247		221
...	...	...	...	...	...	...	...	13	338	...	...	1,338	...	...	
3	63	62	57	...	...	...	...	5	179	...	...	179	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	75	75	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	1	76	76	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	
3	73	85	75	...	...	...	...	4	148	44	...	75	...	...	
1	64	61	53	...	...	...	...	1	64	...	...	..	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
*1	12	10	8	...	...	...	...	1	12	...	...	12	...	...	
...	...	...		..	...	...	..	...	...	...	...	...	...	...	
8	212	218	193	...	...	...	..	26	1,892	195	...	1,604	...	...	
444	26,526	26,512	19,917	189	7,871	7,903	5,153								
PRIVATE INSTITUTIONS.															
1. Advanced, teaching—															
(a) Arabic or Persian ...							... for males	9	308	...	308	..	42	...	
							... for females	...	...	...	...	...	...	...	
(b) Sanskrit							... for males	14	276	...	276	...	18	...	
							... for females	...	...	...	...	...	...	...	
(c) Any other Oriental Classic ...							... for males	...	...	...	...	..	...	...	
							... for females	...	...	...	...	...	...	...	
2. Elementary, teaching—															
(a) A vernacular only or mainly							... for males	2	96	...	...	96	16	...	
							... for females	...	...	...	...	...	...	...	
(b) The Koran only ...							... for males	12	540	...	305	...	119	...	
							... for females	3	120	...	120	...	..		11
3. Other Schools not conforming to Departmental Standards :—															
							for males	14	408	...	228	180	109	...	
							for females	7	314	...	160	200	...		15
Total of Private Institutions ..								61	2,062	...	1,397	476	304		26
GRAND TOTAL OF ALL INSTITUTIONS ...							for males ...	4,444	326,867	21,919	4,887	321,223	17,888	...	
							for females .	399	22,904	1,266	684	21,735	...		289
							TOTAL ..	4,843	349,771	23,185	5,571	342,958	17,888		289

* One of the schools was closed in January 1920, as its manager was dead.

GENERAL TABLE III-A.

Number of Scholars on 31st March 1920 in the Central Provinces and Berar classified according to sex, race or creed.

—			Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
					Brahmans.	Non-Brahmans.					
1			2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.											
ARTS COLLEGES.											
English	...	Male	11	9	612	265	54	..	5	1	957
		Female	...	...	...	...	...	...	...	...	...
Oriental	...	Male	...	...	...	...	...	..	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Colleges for professional training.											
Law	...	Male	...	...	57	18	7	...	...	...	182
		Female	...	...	...	...	...	...	...	...	...
Medicine	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	..	...	...	...	...	...	...	...
Engineering	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	..	...	...	.	...
Teaching	...	Male	...	1	79	23	10	...	...	.	115
		Female	...	1	...	...	1	...	...	...	1
Agriculture	...	Male	...	1	29	24	5	...	...	...	59
		Female	...	...	...	...	...	...	...	...	...
Veterinary	...	Male	...	...	...	...	...	..	...	..	...
		Female	...	...	...	...	...	...	...	...	...
Commercial	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Forestry	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	..
		Total	11	12	817	330	76	...	5	1	1,252
SCHOOL EDUCATION, GENERAL.											
SECONDARY SCHOOLS.											
For Males.											
High Schools	...	Male	56	67	2,058	1,326	351	7	18	13	38,694
		Female	...	...	2	1	...	...	1	...	
Middle Schools—											
English	...	Male	189	347	5,865	7,476	1,952	3	39	161	16,032
		Female	13	4	8	6	...	...	...	..	31
Vernacular	...	Male	...	727	5,622	29,000	4,787	45	...	3,326	44,407
		Female	...	46	258	811	62	...	...	124	1,301
For Females.											
High Schools	...	Male	2	...	...	...	...	...	...	...	2
		Female	33	53	13	8	...	..	2	...	109
Middle Schools—											
English	...	Male	1	...	..	...	..	...	...	...	1
		Female	150	250	32	18	2	...	12	6	470
Vernacular	...	Male	...	20	...	8	...	...	...	11	39
		Female	...	736	910	1,316	203	...	...	32	3,197
		Total	444	2,250	14,768	40,870	7,357	55	72	3,673	69,489
PRIMARY SCHOOLS.											
For males	Upper primary	Male	420	1,205	18,758	142,408	17,022	19	83	32,931	212,846
		Female	122	140	1,542	8,231	711	...	...	4,042	14,788
	Lower primary	Male	...	132	1,179	19,656	2,240	...	...	4,358	27,574
		Female	...	...	102	780	308	...	...	269	1,459
For females	Upper primary	Male	154	17	23	13	...	...	13	1	221
		Female	407	1,050	2,928	7,651	1,476	...	33	969	14,514
	Lower primary	Male	...	...	...	...	...	...	...	...	...
		Female	...	77	568	1,750	1,175	9	...	95	3,674
		Total	1,103	2,621	25,100	180,489	22,941	28	129	42,665	275,076

GENERAL TABLE III-A.—(*Concld.*)

Number of Scholars on 31st March 1920 in the Central Provinces and Berar clasified according to sex, race or creed.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION, SPECIAL.										
Training Schools ...	Male	...	26	374	775	139	...	..	24	1338
	Female	...	84	24	70	1	..	...	...	179
Schools of Art ...	Male	...	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	..	..	...	...
Law Schools ...	Male	..	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	
Medical Schools ...	Male	..	...	...	39	33	3	...	1	...	75
	Female	..	...	...	...	..	...	...	...	...	...
Engineering and Surveying Schools ...	Male	...	2	5	22	38	9	...	...	...	76
	Female	...	...	. .	...	...	...	...	...	...	...
Technical and Industrial Schools ...	Male	...	...	31	23	80	9	...	...	5	148
	Female	...	...	64	...	...	...	...	...	...	64
Commercial Schools ..	Male	..	..	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...	...	...
Agriculture Schools ...	Male	..	...	...	...	..	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	Male	..	...	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...	...
Deaf and Dumb Schools ...	Male	..	...	...	8	3	1	...	...	...	12
	Female	..	...	...	...	...	...	...	...	...	...
Total ...		2	210	490	998	162	...	1	29	1,892
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1,560	5,093	41,175	222,687	30,536	83	207	46,368	347,709
PRIVATE INSTITUTIONS.										
ADVANCED TEACHING.										
(a) Arabic or Persian ...	Male	..	...	...	...	...	266	...	...	...	266
	Female	..	...	...	...	...	42	...	...	...	42
(b) Sanskrit ...	Male	...	...	...	240	18	...	...	...	...	258
	Female	...	...	...	...	18	...	...	...	...	18
(c) Any other Oriental classic ...	Male	...	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
ELEMENTARY TEACHING.										
(a) A vernacular only or mainly—										
For males ...	Male	...	...	...	1	17	62	...	...	...	80
	Female	...	...	...	...	. .	16	...	...	...	16
For females ...	Male	..	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
(b) The Koran only—										
For males ...	Male	...	...	...	...	...	421	...	..	...	421
	Female	..	...	...	...	...	119	...	...	..	119
For females ...	Male	...	...	...	...	...	11	...	...	...	11
	Female	..	...	...	...	...	109	...	...	...	109
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.										
For males ...	Male	..	...	3	78	94	95	...	...	29	299
	Female	...	...	...	...	42	67	..	...	...	109
For females ...	Male	...	...	...	...	15	...	...	...	...	15
	Female	...	...	3	81	140	68	...	...	7	299
TOTAL OF PRIVATE INSTITUTIONS ...		...	6	400	344	1,276	...	...	36	2,062
GRAND TOTAL OF ALL INSTITUTIONS ...		1,560	5,099	41,575	223,031	31,812	83	207	46,404	349,771

Number of European Colleges, Schools and Scholars in

Class of Institutions.	Public					
	Managed by Government.				Under Aided by Government, by	
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges.						
English ... ... for males	...	...	...	...	...	...
English ... ... for females	...	...	...	...	...	...
Colleges for Professional Training.						
Teaching ... for males	...	...	...	...	...	...
Teaching ... for females	...	...	...	...	...	...
Total	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
High Schools for males	...	...	...	...	3	58
Middle Schools.—English—for males	...	...	...	...	4	230
High Schools.—for females	...	...	...	...	5	37
Middle Schools.—English—for females	...	...	...	...	6	170
Total	...	...	...	...	18	495
Primary Schools.						
For males	...	...	...	...	7	592
For females	...	...	...	...	9	666
Total	...	...	...	...	16	1,258
SCHOOL EDUCATION, SPECIAL.						
Training Schools ... for males	...	...	...	...	...	...
Training Schools ... for females	...	...	...	...	...	...
Schools of Art ... for males	...	...	...	...	...	...
Schools of Art ... for females	...	...	...	...	...	...
Engineering and Surveying Schools for males	...	...	...	...	...	...
Engineering and Surveying Schools for females	...	...	...	...	...	...
Technical and Industrial Schools for males	...	...	...	...	...	...
Technical and Industrial Schools for females	...	...	...	...	...	...
Commercial School for males	...	...	...	...	...	...
Commercial School for females	...	...	...	...	...	...
Other School ... for males	...	...	...	...	...	...
Other School ... for females	...	...	...	...	...	...
Total	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	...	...	...	...	34	1,753
PRIVATE INSTITUTIONS.						
Other Schools not conforming to Departmental Standards—						
For males	...	...	...	...	...	...
For females	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS	...	...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTIONS	...	...	...	...	34	1,753

TABLE III-B.

the Central Provinces and Berar for the official year 1919-20.

Institutions.							
Private Management.							
Local Funds or Municipal Boards.		Unaided.				Grand Total of Institutions.	Grand Total of Scholars on 31st March 1920.
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.		
8	9	10	11	12	13	14	15
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
51	40	...	...	..	...	3	58
203	185	...	...	...	...	4	230
28	26	...	...	...	...	5	37
159	139	...	...	...	...	6	170
441	390	...	...	...	...	18	495
529	465	...	...	...	...	7	598
642	554	...	...	...	...	9	660
1,171	1,019	...	...	...	...	16	1,258
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,612	1,409	...	...	...	...	34	1,753
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,612	1,409	...	...	...	...	34	1,753

Number of European Colleges, Schools and Scholars in

Class of Institutions.	Number of Scholars on the 31st March learning.			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
1	16	17	18	19	20
UNIVERSITY EDUCATION.					
Arts Colleges.					
English ... ... for males ..	...	...	...	...	...
... for females ...	...	...	...	...	...
Colleges for Professional Training.					
Teaching ... ... for males ...	...	...	..	...	...
... for females ...	...	...	...	...	...
Total ..	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.					
Secondary Schools.					
High Schools for males	58	13	58	...	...
Middle Schools.—English—for males	230	124	230	15	...
High Schools.—for females	37	33	5	...	2
Middle Schools.—English—for females	170	146	...	...	1
Total ...	495	316	293	15	3
Primary Schools.					
For males	502	139	181	128	...
For females	666	199	...	...	184
Total ..	1,258	338	181	128	184
SCHOOL EDUCATION, SPECIAL.					
Training Schools ... for males ..	...	...	...	...	...
... for females ...	...	...	...	...	...
Schools of Art ... ... for males ...	...	...	...	...	...
... for females ...	...	...	...	..	...
Engineering and Surveying Schools ... for males ...	...	...	...	...	...
... for females ..	...	...	...	...	...
Technical and Industrial Schools ... for males ...	...	...	...	..	...
... for females ...	...	...	...	...	...
Commercial Schools ... for males ..	...	...	...	...	...
... for females ...	...	...	...	...	...
Other Schools ... ... for males ...	...	...	...	...	...
... for females ...	...	...	...	...	...
Total ...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTITUTION ...	1,753	654	474	143	187
PRIVATE INSTITUTIONS.					
Other Schools not conforming to Departmental Standards—					
For males	...	...	...	...	...
For females	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTIONS ...	1,753	654	474	143	187

TABLE III-B.—(*Concld.*)

the Central Provinces and Berar for the official year 1919-20.—(Concld.)

Classification of Scholars on the 31st March according to Race or Creed.								Remarks.
Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	
		Brahmans.	Non-Brahmans.					
21	22	23	24	25	26	27	28	29
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
53	...	2	...	...	...	3	...	
201	11	...	3	...	...	14	1	
32	3	...	...	...	...	2	...	
150	...	1	...	2	...	12	5	
436	14	3	3	2	...	31	6	
542	16	8	...	...	...	26	...	
561	31	11	5	...	...	44	14	
1,103	47	19	5	...	...	70	14	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...		...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
1,539	61	22	8	2	...	101	20	
...	...	...	...	...	...	..	...	
...	...	...	...	...	...		...	
...	...	...	...	...	...	...	...	
1,539	61	22	8	2	....	101	20	

Expenditure on Public Instruction in the Central

Object of Expenditure.			Public. / Under Public / Managed by Government. Provincial Revenue	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1			2	3	4	5	6	7	8
UNIVERSITY EDUCATION.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.									
English	...	for males	1,37,535	...	...	47,795	...	...	1,85,330
		for females	...	...	...	...	...	...	...
Oriental		for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law	...	for males	...	...	...	11,070	...	...	11,070
		for females	...	...	...	...	...	...	...
Medicine	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Engineering	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Teaching	...	for males	95,998	...	...	...	...	...	95,998
		for females	...	...	...	...	...	...	...
Agriculture	...	for males	36,708	..	...	...	...	...	36,708
		for females	...	...	...	...	...	...	...
Veterinary	...	for males	...	...	...	...	...	...	..
		for females	...	...	...	...	...	...	...
Commercial	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
forestry	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
		Total	2,70,241	...	...	58,865	...	...	3,29,106
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
High schools for males		...	1,22,460	...	...	85,950	...	623	2,09,033
Middle do.	...	English	1,74,755	...	...	76,055	..	497	2,51,307
		Vernacular	41,533	...	...	638	...	19	42,190
High schools for females		...	7,296	...	..	192	...	...	7,488
Middle do.	...	English	7,222	...	..	206	...	...	7,428
		Vernacular	30,028	...	18	...	...	38	30,084
		Total	3,83,294	...	18	1,63,041	...	1,177	5,47,530
Primary Schools.									
For males	...	upper	9,261	..	249	302	...	...	9,812
		lower	2,405	...	...	40	...	...	2,445
For females	...	upper	1,22,944	...	32	...	...	98	1,23,074
		lower	24,462	...	...	...	...	...	24,462
		Total	1,59,072	...	281	342	...	98	1,59,793

TABLE IV.

Provinces and Berar for the official year 1919-20.

Institutions.

Management.

Managed by Local Funds and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	..
..	...	..	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
....	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...

Expenditure on Public Instruction in the Central

Object of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	16	17	18	19	20	21	22
UNIVERSITY EDUCATION.							
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English ... ... for males ...	18,149	...	...	30 011	910	36,969	85,039
for females ...	...	...	...	...	...	...	...
Oriental ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Colleges for Professional Training.							
Law ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Medicine ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Engineering ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Teaching ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Agriculture ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Veterinary ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Commercial ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Forestry ... ... for males ...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...
Total ...	18,149	...	...	30,011	910	36,969	86,039
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
High schools for males ...	53,012	...	1 000	54,720	6,254	45,907	1,60,893
Middle do. ... ... English ...	97.112	...	790	80,875	15,491	40,903	2,35,171
Vernacular ...	4,450	...	...	716	846	13,534	19,546
High schools for females	8,899	...	...	4,848	3,492	7,415	24,654
Middle do. ... ... English ...	16,602	...	600	8,869	...	18,147	44,218
Vernacular ..	3,725	...	1,258	430	2,613	9,938	17,964
TOTAL ...	1,83,800	...	3,648	1,50,458	28,696	1,35,844	5,02,44 6
Primary Schools.							
For males ... ... upper ..	33,999	303	7,600	15,637	21,522	53,130	1,32,191
lower ...	980	5,129	96	2,147	2,539	4,493	15,384
For females ... ... upper ...	27,854	...	4,169	16,036	10,806	26,304	85,169
lower ..	2,805	...	296	...	215	8,608	11,924
Total ...	65.638	5,432	12,161	33,820	35,082	92,535	2,44,668

TABLE IV.—(*Contd.*)

Provinces and Berar for the official year 1919-20.—(Contd.)

Institutions.				Total expenditure from							
Management.											
Unaided.											
Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	Remarks.
23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	1,55,684	...	...	77,805	910	36969	2,71,369	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
..	...	...	..	...	...	...	..	...	...	...	
.	...	...	...	...	...	...	11,070	...	...	11,070	
...	...	...	..	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	..	...	..	...	...	...	...	
.	...	...	...	95,998	...	...	...	...	...	95 998	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	36,708	...	...	...	...	...	36,708	
...	...	...	...	...	...	...	...	...	...	...	
.	..	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...		..	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	
.	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	
..	...	...	...	2,88,390	...	...	88,876	910	36,969	4,15,145	
2,728	4,422	...	7,150	1,82,552	...	11,586	1,48,065	10,676	46,530	3 99,409	
4 632	5,976	4,200	14,808	3,22,475	00	73,671	2,08,567	22,417	46,441	6,74,672	
...	...	1,911	1,911	2 74,883	2,64,271	25,559	7,276	946	16,484	5,89,419	
.	...	...	...	16,195	...	...	5,040	3,492	7,415	32,142	
.	...	...	...	23,824	...	600	0,075	...	18,747	51,646	
...	...	..	...	33,753	...	1,276	430	2,613	9,976	48,048	
7,410	10,398	6,111	23,019	8 54,680	2,64,361	1,12,700	3,78,473	40,144	1 44,996	17,95,336	
1,050	1 785	22,042	25,786	11,41,770	3,78,762	2,04,648	44 623	25,350	78,668	18,73,839	
2,075	1,611	6,727	11,313	1,10,822	60,642	12,057	7,366	4,411	11,564	2,06,862	
...	812	2,342	3,154	1,50,708	...	4,510	16,036	11,618	28,744	2,11,706	
...	...	3,800	3,980	27,483	103	296	...	215	12,408	40,505	
4,034	4,208	35,811	44,053	14,30,882	4,39,507	2,21,511	68,025	41,603	1,31,384	23,32,912	

Expenditure on Public Instruction in the Central

Object of Expenditure.			Public						
			Under Public						
			Managed by Government.						
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1			2	3	4	5	6	7	8
SCHOOL EDUCATION, SPECIAL.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools	...	for males	2,24,385	...	...	...	...	3	2,24,388
		for females	41,280	...	...	...	...	...	41,280
Schools of Art	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Law Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Medical Schools	...	for males	39,934	...	...	1,054	...	...	40,988
		for females	...	...	...	...	...	...	...
Engineering and Surveying Schools		for males	62 913	...	...	...	...	...	62,913
		for females	...	...	...	...	...	...	...
Technical and Industrial Schools		for males	38,642	...	...	...	...	...	38,642
		for females	...	...	...	...	...	...	...
Commercial Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Agricultural Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	..	...	...	...	...
Reformatory Schools	...	for males	...	..	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Other Schools	...	for males	...	...	...	...	...	...	..
		for females	...	...	...	...	...	...	...
		Total	4,07,154	...	...	1,054	...	3	4,08,211
		Total Direct Expenditure	12,19,761	...	299	2,23,302	...	1,278	14,44,640
Buildings, furniture and apparatus			89,143	215	...	...	...	367	89,725
University	...		...	...	...	...	...	...	...
Direction	...		...	...	...	...	...	...	...
Inspection	...		...	...	...	...	...	...	...
Scholarships held in—									
Arts Colleges	...		...	...	...	...	...	...	...
Medical Colleges	...		...	...	...	...	...	...	...
Other Professional Colleges			...	...	...	...	...	...	...
Secondary Schools	...		...	...	...	...	...	...	...
Primary Schools	...		...	...	...	...	...	...	...
Medical Schools	...		...	...	...	...	...	...	...
Technical and Industrial Schools			...	...	...	...	...	...	...
Other special Industrial Schools			...	...	...	...	...	...	...
Miscellaneous	...		...	...	...	...	...	...	...
		Total	89,143	215	...	...	...	367	89,725
		Total Indirect Expenditure	89,143	215	...	...	...	367	89,725
		Total Expenditure on Public Instruction	13,08,904	215	299	2,23,302	...	1,645	15,34,365

NOTE.—The amount of Imperial funds shown as Provincial revenues in columns 2, 9, 16 and 27, which is expended upon institutions, etc.

TABLE IV.—(*Contd.*)

Provinces and Berar for the official year 1919-20.—(Contd).

Institutions.

Management.

Managed by Local Funds and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
537	2,002	...	...	...	...	2,539
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	..	...	...	...	...	...
...	...	...	...	...	...	...
...	...	..	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
537	2,002	...	...	...	...	2,539
14,94,297	7,00,438	3,18,103	87,373	3,363	4,804	26,08,378
58,968	2,80,894	1,15,872	3,442	7,169	525	4,66,870
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
58,968	2,80,894	1,15,872	3,442	7,169	525	4,66,870
58,968	2,80,894	1,15,872	3,442	7,169	525	4,66,870
15,53,265	9,81,332	4,33,975	90,815	10,532	5,329	30,75,248

[1] Included in General Table III direct and not through the medium of Provincial funds, is Rs. *nil*.

Object of Expenditure.			Public						
			Under Private						
			Aided by Government or by Local or Municipal Boards.						
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1			16	17	18	19	20	21	22
SCHOOL EDUCATION, SPECIAL.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools	...	for males	...	...	...	...	...	...	...
		for females	1,810	...	...	343	...	6,366	8,519
Schools of Art	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Law Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Medical Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Engineering and Surveying Schools		for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Technical and Industrial Schools		for males	11,423	250	1,800	...	2,718	1,305	17,496
		for females	350	...	...	...	...	10,457	10,807
Commercial Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Agricultural Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Reformatory Schools	...	for males	...	...	...	...	...	...	...
		for females	...	...	...	...	...	...	...
Other Schools	...	for males	1,100	450	538	...	...	1,027	3,115
		for females	...	...	...	...	...	...	...
		Total	14,683	700	2,338	343	2,718	19,155	39,937
		Total Direct Expenditure	2,82,270	6,132	18,147	2,14,632	67,406	2,84,503	8,73,090
Buildings, furniture and Apparatus			26,977	...	200	4,528	10,545	69,513	1,11,763
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships held in—									
Arts Colleges	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...
Other Professional Colleges		...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools		...	...	...	...	...	...	...	...
Other Special Industrial Schools		...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...
		Total	26,977	...	200	4,528	10,545	69,513	1,11,763
		Total Indirect Expenditure	26,977	...	200	4,528	10,545	69,513	1,11,763
		Total Expenditure on Public Instruction	3,09,247	6,132	18,347	2,10,160	77,951	3,54,016	9,84,853

NOTE.—The amount of Imperial funds shown as Provincial revenues in columns 2, 9, 16 and 27, which is expended upon institutions, etc.,

TABLE IV.—(*Contd.*)

Provinces and Berar for the official year 1919-20.—(Contd.)

Institutions.				Total expenditure from							
Management.											
Unaided.											
Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues,	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	Remarks.
23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	2,24,922	2,002	...	...	...	3	2,26,927	
...	...	...	...	43,090	...	...	343	...	6,366	49,799	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	39,934	..	...	1,054	...	...	40,988	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	62,913	...	...	...	...	...	62,913	
...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	50,065	250	1,800	...	2,718	1,325	56,138	
...	...	...	...	350	...	...	...	...	10,457	10,807	
...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...

Expenditure on Public Instruction in the Central

Objects of expenditure.	Total		
	Provincial Revenues.	Local Funds.	Municipal Funds.
1	27	28	29
	Rs.	Rs.	Rs.
Buildings, furniture, and apparatus	1,75,088	2,81,109	1,16,072
University	...	...	...
Direction	97,753	...	...
Inspection	3,28,443	8,722	1,218
Scholarships held in—			
Arts Colleges	16,009	...	...
Medical Colleges	3,133	...	...
Engineering Colleges	1,280	...	...
Other Professional Colleges	4,059	...	...
Secondary Schools	70,860	2,028	1,681
Primary Schools	1,199	121	...
Medical Schools	8,294	...	...
Engineering Schools	8,952	...	...
Technical and Industrial Schools	9,494	450	...
Other Special Schools	2,345	...	...
Miscellaneous	1,35,082	82,803	33,138
Hostel Boarding Charges	84,832	1,698	2,685
Total ...	7,71,735	95,822	38,722
Total Indirect Expenditure ...	9,46,823	3,76,931	1,54,794
Total Expenditure on Public Instruction ...	39,43,151	10,83,501	4,91,343

NOTE.—The amount of imperial funds shown as Provincial revenues in columns 2, 9, 16 and 27, which is expended upon

TABLE IV.—(*Concld.*)

Provinces and Berar for the official year 1919-20.—(Concld.)

Expenditure from			Grand Total.	Remarks.
Fees.	Endowments.	Subscriptions and other sources.		
30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	
7,970	18,698	71,753	6,70,690	
...	...	...	...	
...	...	...	97,753	
...	...	...	3,38,383	
...	1,763	718	18,490	
...	290	...	3,423	
...	...	...	1,280	
...	...	...	4,059	
...	1,675	4,006	80,250	
...	...	1,536	2,856	
...	...	...	8,294	
...	...	...	8,952	
...	60	...	10,004	
...	...	...	2,345	
35,317	19,858	23,985	(A) 3,30,183	(A) "Miscellaneous" represents— (*a*) Games expenditure. (*b*) Rewards and prizes. (*c*) Capital expenditure on hostels. (*d*) Other minor miscellaneous items. "Fees" under "Miscellaneous" may be taken to be games fees, tuition fees being excluded altogether.
63,275	9,167	55,900	(B) 2,17,557	(B) This includes Rs. 81,532 on account of messing charges in European schools.
98,592	32,813	86,145	11,23,829	
1,06,562	51,511	1,57,898	17,94,519	
6,43,313	1,36,886	4,90,405	67,88,599	

institutions, etc., included in General Table III direct and not through the medium of Provincial funds, is Rs. *nil*.

Expenditure on Public Instruction for Europeans

Objects of Expenditure.	Public
	Under Public Management.
	Managed by Government.
	Provincial Revenues.
	Fees.
	Endowments.
	Subscription and other sources.
	Total.
1	2
	3
	4
	5
	6
	Rs.
	Rs.
	Rs.
	Rs.
	Rs.
UNIVERSITY EDUCATION.	
Arts Colleges.	
English ... ... for males ...	...
for females ...	...
Colleges for Professional Training.	
Teaching ... for males ...	...
for females ...	...
Total ...	...
SCHOOL EDUCATION, GENERAL.	
Secondary Schools.	
High schools for males	...
Middle do.—English—for males	...
High do.—for females	...
Middle do.—English—for females	...
Total ...	...
Primary Schools.	
For males	...
For females	...
Total ...	...
SCHOOL EDUCATION, SPECIAL.	
Training Schools ... for males ...	...
for females ...	...
Engineering and Surveying Schools for males ...	...
for females ...	...
Technical and Industrial do. ... for males ...	...
for females ...	...
Commercial do. ... for males ...	...
for females ...	...
Other schools ... for males ...	...
for females ...	...
Total ...	...
Total Direct Expenditure ...	...
Buildings, furniture and apparatus.	...
Inspection	...
Scholarships held in—	
Arts Colleges	...
Medical Colleges	...
Other Professional Colleges	...
Secondary schools ...	...
Primary do. ...	...
Medical do.	...
Hostel Boarding charges	...
Miscellaneous	...
Total ...	...
Total Indirect Expenditure ...	...
Total Expenditure on Public Instruction ...	...

NOTE :—The amount of imperial funds shown as provincial revenues in columns 2, 7 and 18 which is expended upon

TABLE IV-A.

in the Central Provinces and Berar for the official year 1919-20.

Institutions.

Under Private Management.

Aided by Government or by Local or Municipal Boards.

Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	R	Rs.	Rs.	Rs.
...	...	...	...		...	...
...	..	...	...	..	...	...
...	...	..	...	...	...	...
...	..	...	...	...	...	...
...	...	...	...		...	...
7,233	...	..	4,285	1,270	3,795	16,583
15,462	...	...	10,326	2,790	4,854	33,432
6,943	...	...	3,143	584	3,457	14,127
10,395	...	600	7,155	...	5,805	23,955
40,033	...	600	24,909	4,644	17,911	88,097
14,121	...	600	10,394	2,192	7,366	34,673
20,061	...	540	14,816	1,590	8,763	45,770
34,182	...	1,140	25,210	3,782	16,129	80,443
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...		...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
..	...	...	...	...	...	...
...	...	...	...	...	...	...
74,215	...	1,740	50,119	8,426	34,040	1,68,540
8,416	...	...	...	3,104	15,330	25,850
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
8,416	...	...	...	3,104	15,330	26,850
...	...	...	...	...	...	...
82,631	...	1,740	50,119	11,530	49,370	1,95,390

Institutions, etc., included in General Table III direct and not through the medium of Provincial Funds, is Rs. *nil*.

Expenditure on Public Instruction for Europeans

Objects of Expenditure.	Public Institutions.—(*Concld.*)			
	Under Private Management.—(*Concld.*)			
	Unaided.			
	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	14	15	16	17
	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.				
Arts Colleges.				
English ... ... (for males ...	...	...	...	...
(for females ..	...	...	...	...
Colleges for Professional Training				
Teaching ... ... (for males ...	...	...	...	...
(for females ..	...	...	...	...
Total ...	...	...	...	...
SCHOOL EDUCATION, GENERAL.				
Secondary Schools.				
High Schools for males	...	...	...	...
Middle do.—English—for males	...	...	...	...
High do.—for females	...	...	...	...
Middle do.—English—for females	...	..	...	...
Total ...	...	..	..	...
Primary Schools.				
For male	...	...	...	...
For females		...	...	...
Total ..	...	...	...	...
SCHOOL EDUCATION, SPECIAL.				
Training Schools ... (for males ...	...	...	...	...
(for females ...	...	...	...	...
Engineering and Surveying Schools (for males ...	...	...	...	...
(for females ...	...	...	...	...
Technical and Industrial Schools (for males ...	...	...	...	...
(for females ..	...	...	...	...
Commercial Schools ... (for males ...	...	...	...	...
(for females ..	...	...	...	...
Other Schools ... (for males ...	..	...	...	...
(for females ..	...	..	..	...
Toal ...	...	...	.	...
Total Direct Expenditure ...		..	...	
Buildings, furniture and apparatus ...	...	...	...	...
Inspection	...	...	...	...
Scholarships held in—				
Arts Colleges	...	...	...	...
Medical Colleges	...	...	...	...
Other Professional Colleges	...	...	...	...
Secondary Schools	...	...	...	
Primary do.	...	...	...	...
Medical do.	...	...	...	...
Hostel Boarding charges	...	...	...	...
Miscellaneous	...	...	...	...
Total ...	...	...	...	...
Total Indirect Expenditure ...	...	...	...	...
Total Expenditure on Public Instruction ...	..	..	...	...

NOTE.—The amount of imperial funds shown as provincial revenues in columns 2, 7 and 18 which is expended upon

TABLE IV-A.—(*Concld.*)

in the Central Provinces and Berar for the year official year 1919-20.—(Concld.)

Total Expenditure from						Grand Total.	Remarks.
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.		
18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	..	...	...	...	
...	...	...	...	...	...	..	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
7,233	...	...	4,285	1,270	3,795	16,583	
15,462	...	...	10,326	2,790	4,854	33,432	
6,943	...	...	3,143	584	3,457	14,127	
10,395	...	600	7,155	...	5,805	23,955	
40,033	...	600	24,909	4,644	17,911	88,097	
14,121	...	600	10,394	2,192	7,366	34,673	
20,061	...	540	14,816	1,590	8,763	45,770	
34,182	...	1,140	25,210	3,782	16,129	80,443	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
..	...	...	...	...	...	...	
...	...	...	...	..	...	...	
...	...		...	...	...	...	
...	...	...	...	...	...	...	
74,215	...	1,740	50,119	8,426	34,040	1,68,540	
8,416	...	...	...	3,104	15,330	26,850	(a) This includes Rs. 81,532 for messing charges. The fees shown represent hostel fees and boarding house charges excluding all tuition fees.
5,018	...	...	...	...	...	5,018	
1,959	...	...	...	...	...	1,959	(b) Under "Miscellaneous" are shown cadet grants and capital expenditure on hostels.
...	...	...	...	...	...	...	
4,059	...	...	...	...	...	4,059	
3,586	...	...	...	...	...	3,586	
...	...	...	...	...	...	...	
...	...	...	...	...	...	..	
15,878	...	...	24,092	5,800	39,372	(a) 85,142	
3,558	...	...	4,612	526	3,651	(b) 12,347	
42,474		...	28,704	9,430	58,353	1,38,961	
...	...	...	...	...	...	...	
1,16,689	...	1,740	78,823	17,856	92,393	3,07,501	

institutions, etc., included in General Table III direct and not through the medium of Provincial Funds, is Rs. *nil*.

Stages for Instruction of Pupils in Public Schools for General Education in

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March 1920.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			Males.	Females.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS.					
For Males.					
Government ... English	72	8,152	2,300	3	2,303
Government ... Vernacular	11	1,228	...	...	...
Local Fund ... English	...	...	...	...	...
Local Fund ... Vernacular	254	39,722	...	...	...
Municipal Fund ... English	47	5,503	223	...	223
Municipal Fund ... Vernacular	18	3,317	...	...	...
Aided ... English	73	5,858	1,302	1	1,303
Aided ... Vernacular	12	1,198	...	...	...
Unaided ... English	10	450	71	...	71
Unaided ... Vernacular	2	243	...	...	...
Total ...	499	65,671	3,896	4	3,900
For Females.					
Government ... English	2	56	...	17	17
Government ... Vernacular	21	2,098	...	...	...
Local Fund ... English	...	...	...	...	...
Local Fund ... Vernacular	...	...	...	...	...
Municipal Fund ... English	...	...	...	...	...
Municipal Fund ... Vernacular	...	...	...	...	...
Aided ... English	20	526	2	92	94
Aided ... Vernacular	14	1,138	...	...	...
Unaided ... English	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...
Total ...	57	3,818	2	109	111
Total Secondary Schools ...	556	69,489	3,898	113	4,011
PRIMARY SCHOOLS.					
For Males.					
Government ...	9	943	...	...	...
Local Fund ...	3,241	208,232	...	...	...
Municipal Fund ...	223	28,444	...	...	...
Aided ...	243	12,868	...	...	...
Unaided ...	151	6,180	...	...	...
Total ...	3,867	256,667	...	...	...
For Females.					
Government ...	225	12,950	...	...	...
Local Fund ...	1	14	...	...	...
Municipal Fund ...	1	43	...	...	...
Aided ...	73	4,404	...	...	...
Unaided ...	26	998	...	...	...
Total ...	326	18,409	...	...	...
Total Primary Schools ...	4,193	275,076		...	...
Grand Toal ...	4,749	344,565	3,898	113	4,011

TABLE V.

the Central Provinces and Berar at the end of official year 1919-20.

Middle Stage.			Total Secondary Stage.			Upper Primary Stage.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage						Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passsd beyond the Upper Primary Stage.		
Males.	Females.	Totai.	Males.	Females.	Total.	Males.	Feinales.	Total.
7	8	9	10	11	12	13	14	15
5,835	14	5,849	8,135	17	8,152	...	...	...
301	...	301	301	...	301	206	...	206
...	...	...	...	...	...	...	...	...
6,802	6	6,808	6,802	6	6,808	5,450	36	5,486
5,280	...	5,280	5,503	...	5,503	...	...	...
464	...	464	464	...	464	472	...	472
4,538	17	4,555	5,840	18	5,858	...	...	...
191	2	193	191	2	193	161	3	164
379	...	379	450	...	450	...	...	...
22	...	22	22	...	22	17	...	17
23,812	39	23,851	27,708	43	27,751	6,306	39	6,345
...	39	39	...	56	56	...	...	...
...	122	122	...	122	122	...	191	191
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1	431	432	3	523	526	...	...	...
...	142	142	...	142	142	...	142	142
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1	734	735	3	843	846	...	333	333
23,813	773	24,586	27,711	886	28,597	6,306	372	6,678
...	...	...	...	...	...	123	...	123
...	...	...	...	...	...	25,936	592	26,528
...	...	...	...	...	...	4,353	11	4,364
...	...	...	...	...	...	1,317	70	1,387
...	...	...	...	...	...	441	13	454
...	...	...	...	...	...	32,170	686	32,856
...	...	...	...	...	...	...	843	843
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	7	7
...	...	...	...	...	...	32	419	451
...	...	...	...	...	...	...	35	35
...	...	...	...	...	...	32	1,304	1,336
...	...	...	...	...	...	32,202	1,990	34,192
23,813	773	24,586	27,711	886	28,597	38,508	2,362	40,870

Stages for Instruction of Pupils in Public Schools for General Education in the

Class of Schools.		Lower Primary Comprising all pupils who have not passed beyond					
		Reading Printed Books.			Not Reading Printed Books.		
		Males.	Females.	Total.	Males.	Females.	Total.
1		16	17	18	19	20	21
SECONDARY SCHOOLS.							
FOR MALES.							
Government	English	...	...	...	...	...	...
	Vernacular	720	1	721	...	...	...
Local Fund	English	...	...	...	...	...	...
	Vernacular	26,210	1,218	27,428	...	...	...
Municipal Fund	English	...	...	...	...	...	...
	Vernacular	2,375	6	2,381	...	...	...
Aided ...	English	...	...	...	...	...	...
	Vernacular	812	29	841	...	...	...
Unaided ...	English	...	...	...	...	...	...
	Vernacular	204	...	204	...	...	...
Total		30,321	1,254	31,575	...	...	...
FOR FEMALES.							
Government	English	...	...	...	...	...	...
	Vernacular	...	1,785	1,785	...	...	...
Local Fund	English	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...
Municipal Fund	English	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...
Aided ...	English	...	...	...	...	...	...
	Vernacular	39	815	854	...	...	...
Unaided ...	English	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...
Total		39	2,600	2,639	...	...	...
Total Secondary Schools		30,360	3,854	34,214	...	...	...
PRIMARY SCHOOLS.							
FOR MALES.							
Government		820	...	820	...	...	...
Local Fund		1,67,439	14,265	181,704	...	...	...
Municipal Fund		23,794	286	24,080	...	...	...
Aided		10,894	587	11,481	..	...	...
Unaided		5,303	423	5,726	...	...	...
Total		208,250	15,561	223,811	...	...	..
FOR FEMALES.							
Government		...	12,107	12,107	...	...	...
Local Fund		...	14	14	...	...	...
Municipal Fund		...	36	36	...	...	...
Aided		189	3,764	3,953	...	...	...
Unaided		...	963	963	...	...	...
Total		189	16,884	17,073	...	...	...
Total Primary Schools		208,439	32,445	240,884	...	...	...
GRAND TOTAL		238,799	36,299	275,098	...	...	...

TABLE V.—(*Concld.*)

Central Provinces and Berar at the end of official year 1919-20.—(Concld.)

Stage.			Total Primary Stage.			Grand Total.			Remarks.
the Lower Primary Stage.									
Total.									
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
22	23	24	25	26	27	28	29	30	31
...	...	...	...	...	...	8,135	17	8,152	
720	1	721	926	1	927	1,227	1	1,228	
...	...	...	...	...	...	...	...	...	
26,210	1,218	27,428	31,660	1,254	32,914	38,462	1,260	39,722	
...	...	...	...	...	...	5,503	...	5,503	
2,375	6	2,381	2,847	6	2,853	3,311	6	3,317	
...	...	...	...	...	...	5,840	18	5,858	
812	29	841	973	32	1,005	1,164	34	1,198	
...	...	...	...	...	...	450	...	450	
204	...	204	221	...	221	243	...	243	
30,321	1,254	31,575	36,627	1,293	37,920	64,335	1,336	65,671	
...	...	...	...	...	...	...	56	56	
...	1,785	1,785	...	1,976	1,976	...	2,098	2,098	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	3	523	526	
39	815	854	39	957	996	39	1,099	1,138	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
39	2,600	2,639	39	2,933	2,972	42	3,776	3,818	
30,360	3,854	34,214	36,666	4,226	40,892	64,377	5,112	69,489	
820	...	820	943	...	943	943	...	943	
1,67,439	14,265	181,704	193,375	14,857	208,232	193,375	14,857	208,232	
23,794	286	24,080	28,147	297	28,444	28,147	297	28,444	
10,894	587	11,481	12,211	657	12,868	12,211	657	12,868	
5,303	423	5,726	5,744	436	6,180	5,744	436	6,180	
208,250	15,561	223,811	240,420	16,247	256,667	240,420	16,247	256,667	
...	12,107	12,107	...	12,950	12,950	...	12,950	12,950	
...	14	14	...	14	14	...	14	14	
...	36	36	...	43	43	...	43	43	
189	3,764	3,953	221	4,183	4,404	221	4,183	4,404	
...	963	963	...	998	998	...	998	998	
189	16,884	17,073	221	18,188	18,409	221	18,188	18,409	
208,439	32,445	240,884	240,641	34,435	275,076	240,641	34,435	275,076	
238,799	36,299	275,098	277,307	38,661	315,968	305,018	39,547	344,565	

Table showing the number of Pupils in each Stage of

		European and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.
				Brahmans.	Non-Brahmans.	
1		2	3	4	5	6
College Stage	Males	11	11	817	330	76
	Females	...	1	...	...	...
High Stage	Males	58	67	2,058	1,307	351
	Females	33	53	15	9	...
Middle Stage	Males	190	432	7,200	12,286	2,796
	Females	163	377	100	102	5
Upper Primary Stage	Males	172	316	4,417	23,976	3,521
	Females	184	241	415	1,046	131
Lower Primary Stage	Males	402	1,704	19,773	151,714	19,701
	Females	344	1,674	5,816	19,155	3,791
Special Schools	Males	2	62	466	914	161
	Females	...	148	24	65	1
Private Institutions	Males	...	3	319	136	855
	Females	...	3	81	200	421
GRAND TOTAL	Males	835	2,595	35,050	190,663	27,461
	Females	724	2,497	6,451	20,577	4,349
	Total	1,559	5,092	41 501	211,240	31,810

NOTE.—Column 11 will contain the total of all depressed classes, whether Hindu, Muhammadan, Animistic, etc., The preceding columns and the and hence shown in column 11. The grand total of columns 10 and 11 (as shown in column 12) together

TABLE V.-A.

Instruction, classified according to Sex, Race or Creed.

Budhists.	Parsis.	Others.	Total of columns 2—9.	Depressed classes.	Total of columns 10 and 11.	Remarks.
7	8	9	10	11	12	13
...	5	...	1,250	1	1,251	
...	...	...	1	...	1	
7	18	10	3,876	22	3,898	
...	3	...	113	...	113	
13	39	383	23,339	474	23,813	
...	12	8	767	6	773	
...	64	2,944	35,410	3,098	38,508	
...	13	205	2,235	127	2,362	
54	32	21,794	2,15,174	23,625	2,38,799	
9	20	3,221	34,030	2,269	36,299	
...	1	15	1,621	28	1,649	
...	...	...	238	5	243	
...	...	29	1,342	8	1,350	
...	...	7	712	...	712	
74	159	25,175	2,82,012	27,256	3,09,268	
9	48	3,441	38,096	2,407	40,503	
83	207	28,616	3,20,108	29,663	3,49,771	

Total in column 10 will give the numbers of those belonging to the creeds or races specified exclusive of those who are regarded as depressed classes and will accordingly equal the grand total of pupils shown in General Tables I and IM.

Results of the prescribed examinations in the Central

Nature of Examination.				Number of Institutions sending Examinees.				Number of Examinees.				
				Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1				2	3	4	5	6	7	8	9	10
ARTS COLLEGES.												
Doctor of Philosopy ...			Males	...	...	...	...	...	..	...	...	...
			Females	..	...	...	...	...	...	...	...	...
Doctor of Science ...			Males	...	...	..	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...
Master of Arts ...	Previous	...	Males	...	1	1	...	2	9	2	...	8	19
	Final	...	Males	...	1	...	...	1	12	...	...	3	15
Master of Science ...	Previous	...	Males	...	1	...	...	1	2	...	...	...	2
	Final	...	Males	...	1	...	...	1	2	...	...	...	2
Bachelor of Arts (Honours) ...			Males	...	...	...	...	...	..	...	...	...	...
			Females	..	...	...	...	...	...	...	...	...	...
Bachelor of Arts (pass) ...			Males	..	2	1	...	3	105	73	...	43	221
			Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Honours) ...			Males	..	...	...	...	...	...	...	..	...	...
			Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Science (pass) ...			Males	...	2	1	...	3	12	10	...	3	25
			Females	...	...	...	...	...	...	...	...	...	...
Intermediate in Arts ...			Males	...	2	1	...	3	127	85	...	26	238
			Females	...	...	...	...	...	...	...	...	...	...
Intermediate in Science ...			Males	...	2	...	...	2	43	...	...	1	44
			Females	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.												
Master of Oriental Learning ...			Males	...	...	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Oriental Learning ...			Males	...	...	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
Intermediate Oriental Faculty ...			Males	..	..	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
Title examinaations conducted by Universities or taken by students from institutions of Collegiate grade.	Sanskrit ...		Males	...	...	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
	Arbic ...		Males	...	...	...	...	...	...	...	...	...	...
			Females	..	...	...	...	...	...	...	...	...	...
	Persian ...		Males	...	...	...	...	...	...	...	...	...	...
			Females	..	...	...	...	...	...	...	...	...	...
	Pali ...		Males	...	..	...	...	...	...	...	...	...	...
			Females	..	...	...	...	...	...	...	...	...	...
	Hindi ...		Males	...	...	...	...	...	...	...	...	...	...
			Females	..	...	...	...	...	...	...	...	...	...
	Urdu ...		Males	...	...	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
	Bengali ...		Males	...	...	...	...	...	...	...	...	...	...
			Females	..	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.												
Law.												
Doctor of Law ...			Males	...	...	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
Master of Law ...			Males	...	...	...	...	...	...	...	...	...	...
			Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Law ...	Previous	...	Males	...	1	...	...	1	109	...	...	...	109
	Final	...	Males	...	1	...	...	1	101	..	...	...	101

TABLE VI.

Provinces and Berar during the official year 1919-20.

Number passed.					Race or creed of passed Scholars.								
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
3	2	...	2	7	...	1	4	1	1	...	...	...	
6	...	...	...	6	...	...	6	...	...	...	...	...	
2	...	...	...	2	...	...	...	...	1	...	1	...	
2	...	...	...	2	...	...	1	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
30	31	...	19	83	...	1	50	24	8	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
8	4	...	...	12	1	...	8	3	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
55	37	...	9	101	2	2	67	20	9	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
24	...	...	...	24	...	...	15	9	...	...	...	...	
...	...	...	...	...	...	...	...	...

Results of the prescribed examinations in the Central

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
MEDICINE.										
Doctor of Medicine or Surgery	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	..	...	...	...	...	...
Doctor of Hygiene	Males	...	...	...	...	...	...	...	..	...
	Females	...	...	...	...	...	...	...	...	...
Master of Surgery	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Master of Obstetrics	Males	...	...	...	...	...	...	...	..	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Hygiene	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery	Males	...	...	..	...	...	...	...	...	...
	Females	..	...	...	...	...	...	...	...	...
ENGINEERING.										
Master of Civil Engineering	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering	Males	...	...	...	...	...	...	...	...	...
	Females	..	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	Males	..	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
EXAMINATIONS NOT CONDUCTED BY UNIVERSITIES FOR										
Civil Engineering ...	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Electrical Engineers ...	Males	...	..	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Upper Subordinates ...	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	..	...	...	...	...	...	...
Lower Subordinates ...	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
TEACHING.										
Post-graduate degrees or licences	Males	...	1	...	...	1	41	...	...	...	41
	Females	...	1	...	...	1	1	...	...	...	1
Under-graduate licences or diplomas	Males	...	..	...	...	...	...	...	...	...	...
	Females	..	...	...	...	...	...	...	...	...	...
AGRICULTURE.										
Master of Agriculture	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Diplomas in Agriculture	Males	...	1	...	...	1	22	...	...	...	22
	Females	...	..	...	...	...	...	...	...	...	...
Licentiate of Agriculture	Males	...	1	...	...	1	8	...	...	...	8
	Females	..	...	...	...	...	...	..	...	...	..
Veterinary examinations	Males	...	...	...	...	...	...	...	...	...	...
	Females	..	...	...	...	...	..	...	...	...	...
Commercial examinations	Males	...	...	..	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...

TABLE VI.—(*Contd.*)

Provinces and Berar during the official year 1919-20.—(Contd.)

Number passed.					Race or creed of passed Scholars.								
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Others.	Remarks.
							Brahmins.	Non-Brahmins					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...

Results of the prescribed examinations in the Central

Name of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.										
Matriculation	Males	23	15	1	39	778	378	19	189	1,364
	Females	1	2	...	3	3	15	...	1	19
School final or leaving certificate	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
'B' Final examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
High School examination for Europeans	Males	...	3	...	3	...	17	...	...	17
	Females	...	5	...	5	...	15	...	...	15
Cambridge senior examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Cambridge junior examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Cambridge preliminary examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
High School Entrance and Scholarship Examination.	Males	93	47	2	132	2,215	749	25	...	2,989
	Females	1	3	...	4	4	15	...	...	19
Anglo-vernacular middle examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Vernacular middle examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Middle examination for Europeans	Males	...	3	...	3	...	23	...	...	23
	Females	...	7	...	7	...	31	...	...	31
Upper Primary examination	Males	3,189	142	62	3,393	28,196	1,130	339	43	29,708
	Females	150	41	6	197	634	279	10	6	929
Lower Primary examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training school examinations for masters—										
Secondary		1	...	...	1	20	...	...	1	21
Primary		11	...	...	11	585	...	...	72	657
Training school examination for mistresses—										
Secondary		...	...	...	...	...	...	...	...	...
Primary		2	3	...	5	20	25	...	6	51
Teachers' examination for those who are not students of a training school.	Males	...	...	...	...	...	...	...	37	37
	Females	...	...	...	...	...	...	...	2	2
School of Art examinations	Males	106	32	2	140	855	243	18	19	1,135
	Females	1	1	...	2	1	18	...	...	19
Engineering school examinations	Males	1	...	...	1	22	...	...	...	22
	Females	...	...	...	...	...	...	...	...	...
Examination in Surveying	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Industrial school examination	Males	...	1	...	1	...	38	...	...	38
	Females	...	...	...	...	...	...	...	...	...
Commercial school examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Agricultural school examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Sanskrit	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
— Arabic	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
— Persian	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
— Pali	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Other school examinations	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Licensed Medical Practitioners of Central Provinces.	Males	1	...	...	1	29	...	...	...	29
	Females	...	...	...	...	...	...	...	...	...

TABLE VI.—(*Concld.*)

Provinces and Berar during the official year 1919-20.—(Contd.)

Number passed.					Race or creed of passed Scholars.								
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Budists.	Parsis.	Other.	Remarks.
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
283	119	3	14	419	1	4	245	132	34	1	2	...	
1	6	...	1	8	...	5	2	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	7	...	...	7	6	1	...	...	...	...	...	...	
...	7	...	...	7	6	...	...	...	...	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,015	337	14	...	1,362	...	23	706	493	121	3	3	14	
3	8	...	...	11	...	8	3	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	5	...	...	5	5	...	...	...	...	...	...	...	
...	25	...	...	25	23	1	...	...	...	...	1	...	
15,557	679	121	34	16,391	...	153	2,712	10,231	1,226	76	34	1,959	
366	109	7	4	486	...	81	131	220	24	4	...	26	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
19	...	...	...	19	...	1	14	3	1	...	...	...	
378	...	...	19	397	...	8	118	216	38	3	...	14	
...	...	...	...	...	...	...	...	...	...	...	...	...	
13	13	...	1	27	...	18	2	7	...	...	...	...	
...	...	...	17	17	...	1	8	7	1	...	...	...	
...	...	...	1	1	...	...	...	1	...	...	...	...	
445	140	8	8	601	...	17	226	273	76	...	2	7	
1	9	...	...	10	...	8	...	1	...	...	...	1	
16	...	...	...	16	...	...	9	6	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	38	...	...	38	...	2	14	20	2	...	...	...	
...	...	...	...	...	...	...	...	...	...

GENERAL TABLE VII.

Return showing the distribution of Local Board and Municipal Expenditure on Public Instruction in the Central Provinces and Berar for the official year 1919-20.

Objects of expenditure.	Expenditure of Local Boards on Public Instruction.														
	In Institutions managed by Local Boards.											In Institutions managed by			Total Local Boards expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.															
Arts Colleges.															
English ... for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental ... for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
Law ... for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ... for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ... for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching ... for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ... for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
High Schools for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle do. ... English ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... Vernacular .	254	39,722	39,256	27,660	2,10,934	2,64,271	...	4,829	...	963	4,80,997	...	...	...	4,80,997
High Schools for females ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle do. ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
... Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	254	39,722	39,256	27,660	2,10,934	2,64,271	...	4,829	...	963	4,80,997	...	...	...	4,80,997

Primary Schools.																
For males ...	Upper ..	2,681	1,86,960	1,86,135	1,21,126	10,07,214	3,78,459	...	21,418	...	2,562	14,09,653	...	...	303	14,09,956
	Lower ..	560	21,272	21,824	14,922	1,01,316	55,513	...	1,707	...	344	1,58,880	...	...	5,129	1,64,009
For females ...	Upper ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Lower ...	1	14	15	8	216	103	...	...	...	...	319	...	...	...	319
Total ..		3,242	2,08,246	2,07,974	1,36,056	11,08,746	4 34,075	...	23,125	...	2,906	15,68,852	...	...	5,432	15,74,284
SCHOOL EDUCATION, SPECIAL.																
Training Schools ...	for males .	1	16	16	15	537	2,002	...	...	...	...	2,539	...	...	...	2,539
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	for males .	...	...	...	...	...	...	...	...	...	...	...	...	...	250	250
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females	...	...	...	...	...	...	...	...	...	...	...	...	...	450	450
Total ..		1	16	16	15	537	2,002	...	...	...	...	2,539	...	...	700	3,239
Total Direct Expenditure ..		3,497	2,47,984	2,47,246	1,63,731	13,20,217	7,00 348	...	27,954	...	3,869	20,52 388	...	...	6,132	20,58,520
Buildings, Furniture and Apparatus.		...	...	...	...	35,595	2,80,588	...	3,442	...	27	3,19,652	215	306	...	3 20,173
University ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection ...		...	...	...	...	...	8,722	...	...	...	...	8,722	...	...	...	8,722
Scholarships held in —																
Arts Colleges ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	..	...	...	...	...	1,289	2,028	...	..	...	28	3,345	...	..	...	3,345
Primary do.	...	...	...	..	...	...	121	...	...	...	...	121	...	...	...	121
Medical do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.		...	...	...	...	...	450	...	...	...	...	450	...	...	...	450
Miscellaneous ...	..	...	...	...	...	...	82,792	...	...	...	...	82,792	11	...	...	82,803
Hostel boarding charges ...		...	...	...	...	158	1,668	...	83	..	5	1,914	...	30	...	1,944
Total Indirect Expenditure ...		...	...	...	...	37,042	3,76,369	...	3,525	...	60	4,16,996	226	336	...	4,17,558
Grand Total ...		3,497	2,47,984	2,47,246	1,63,731	13,57,259	10,76,717	...	31,479	...	3,929	24,69,384	226	336	6,132	24,76,078

GENERAL TABLE VII.

Return showing the distribution of Local Board and Municipal Expenditure on Public Instruction in the Central Provinces and Berar for the official year 1919-20.—(Concld.)

Objects of expenditure.	Expenditure of Municipal Boards on Public Instruction.																
	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.	Remarks
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1920.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.			
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
UNIVESITY EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																	
English ... for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
English ... for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Oriental ... for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Oriental ... for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.																	
Law ... for males	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
Law ... for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	
Medicine ... for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ... for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ... for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ... for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Teaching ... for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Teaching ... for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Agriculture ... for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Agriculture ... for females	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ..	...	...	...	...	...	...	..	...	...	...	...	..	...	...	..	...	
SCHOOL EDUCATION, GENERAL.																	
Secondary Schools.																	
High Schools for males ..	4	223	212	190	7,080	10,586	...	4,667	...	...	22,333	...	...	1,000	23,333	23,333	
Middle do. ... English ...	43	5,280	5,490	4,526	51,608	72,889	90	46,955	950	844	1,73,336	...	...	790	1,74,126	1,74,126	
Middle do. ... Vernacular ...	18	3,317	3,458	2,507	17,966	25,559	...	1,093	100	57	44,775	...	...	...	44,775	5,25,772	
High Schools for females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle do. ... Eaglish ..	...	...	...	...	...	...	...	...	...	...	...	...	...	600	600	600	
Middle do. ... Vernacular ..	...	...	...	...	...	...	...	...	...	...	...	18	...	1,258	1,276	1,276	
Total ...	65	8,820	9,160	7,223	76,654	1,09,034	90	52,715	1,050	901	2,40,444	18	...	3,648	2,44,110	7,25,107	

Primary Schools.																	
For males ...	Upper ..	192	26,147	26,290	19,903	91,305	1,96,799	...	6,207	2,052	34	2,96,397	249	...	7,600	3 04,246	17,14,202
	Lower ..	31	2,297	2,243	1,697	6,121	11,961	...	497	261	...	18,843	...	...	96	18,936	1,82,945
For females ...	Upper ...	1	43	38	22	...	309	...	...	...	...	309	32	...	4,169	4.510	4,510
	Lower ...	...	...	...	...	...		...	...	...	..	...	...	...	296	296	015
Total ...		224	28,487	28,571	21,622	97,426	2,09,069	...	6,704	2,313	34	3: 15,546	281	...	12,161	3,27,988	19,02,272
SCHOOL EDUCATION, SPECIAL.																	
Training Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,539
	for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	for males ..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Survey- ing Schools.	for males	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	for males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females .	...	..	...	...	...	...	...	...	...	...	...	...	...	1,800	1,800	2,050
Commercial Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	for males .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	for males ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	for females...	...	...	...	...	...	...	...	...	...	...	...	...	...	538	538	...988
Total ...		...	...	...	...	...	...	...	...	...	...	...	...	...	2,338	2,338	5,577
Total Direct Expenditure ..		289	37,307	37,731	28,845	1,74,080	3,18,103	90	59,419	3,363	935	5,55,990	299	...	18,147	5,74,436	26,32,956
Buildings, Furniture and Apparatus.		...	..	...	...	23,373	1,15,872	..	...	7,169	498	1,46,912	...	...	200	1,47,112	4,67,285
University ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Inspection ...	..	...	...	...	...	...	1,218	...	...	...	...	1,218	...	...	...	1,218	9,940
Scholarships held in—																	
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	1,515	822	...	...	9	143	2,489	313	...	546	3,348	6,693
Primary do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	121
Medical do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	..	...	...	...	...	...	33,119	...	251	...	...	33,370	...	...	19	33,389	1,16,192
Hostel and Boarding charges	..	...	...	...	...	...	2,685	...	244	...	...	2,929	...	...	...	2,929	4,873
Total Indirect Expenditure ..		...	...	...	...	24,888	1,53,716	...	495	7,178	641	1,86,918	313	...	765	1,87,996	6,05,554
Grand Total ...		289	37,307	37,731	28,845	1,98,968	4,71,819	90	59,914	10,541	1,576	7,42,908	612	...	18,912	7,62,432	32,38,510

GENERAL TABLE VIII.

Attendance and expenditure in hostels or boarding-houses for the official year 1919-20.

	Number of		Number of Boarders who are students of					Capital Expenditure from						Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Profes-sional Training.	Second-ary Schools	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endow-ments.	Subscrip-tions and other sources.	Fees.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MANAGED BY GOVERNMENT—								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Males	51	2,567	283	132	890	7	1,255	19,847	...	...	...	975	20,822	
Females...	4	121	...	...	39	4	78	986	...	...	...	...	986	
MANAGED BY LOCAL OR MUNICIPAL BOARDS—														
Males	40	509	...	...	475	34	...	42	2,363	...	74	309	2,788	
Females...	...	...	...	...	...	...	...	...	...	...	...	...	...	
AIDED BY GOVERNMET OR BY LOCAL OR MUNICIPAL BOARDS—														
Males	18	660	...	...	352	308	...	4,630	...	6 074	17,547	7,281	35,532	
Females...	8	722	...	16	275	406	25	11,248	...	...	22,644	17,000	50,892	
UNAIDED—														
Males	23	705	47	...	542	116	...	...	...	130	4,891	628	5,649	
Females...	1	47	...	...	39	8	...	...	...	...	50	...	50	
Total ..	145	5,331	330	148	2,612	883	1,358	36,753	2,363	6,204	45,206	26,193	1,16,719	
Males	132	4,441	330	132	2,259	465	1,255	24,519	2,363	6,204	22,512	9,193	64,791	
Females...	13	890	...	16	353	418	103	12,234	...	...	22,694	17,000	51,928	
GRAND TOTAL ...	145	5,331	330	148	2,612	883	1,358	36,753	2,363	6,204	45,206	26,193	1,16,719	

GENERAL TABLE IX.

Number and qualification of teachers in the Central Provinces and Berar for the official year 1919-20.

			(a) In Primary Schools.						(b) In Middle Schools.						(c) In High Schools.						(d) In Colleges.						Grand Total.	Remarks.
			Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.		
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
In Schools for Indians.	Teachers of Vernacular.	Trained	209	2,142	493	132	23	2,999	121	957	96	42	3	1,219	...	...	...	...	...	...	...	...	...	...	...	...	4,218	
		Untrained	324	5,195	608	668	289	7,084	53	725	60	108	11	957	..	...	...	...	...	...	...	...	...	...	...	...	8,041	
		Total	533	7,337	1,101	800	312	10,083	174	1,682	156	150	14	2,176	...	..	..	...	...	...	...	...	...	...	...	...	12,259	
	Anglo-Vernacular Teachers and Teachers of Classical languages.	Trained	...	...	...	...	..	...	136	...	44	50	2	232	117	...	6	38	3	164	28	...	...	...	..	28	424	
		Untrained	...	...	...	...	...	...	200	...	237	254	20	711	71	...	14	93	3	181	22	...	...	18	...	40	932	
		Total	...	...	...	...	...	...	336	...	281	304	22	943	188	...	20	131	6	345	50	...	...	18	..	68	1,356	
		Possessing a degree	...	...	...	...	...	...	6	...	12	19	1	38	167	...	16	84	5	272	49	...	...	18	...	67	377	
		Possessing no degree	...	...	...	...	...	...	330	...	269	285	21	905	21	...	4	47	1	73	1	...	...	...	..	1	979	
		Total	...	...	...	...	...	...	336	...	281	304	22	943	188	...	20	131	6	345	50	...	...	18	...	68	1,356	
In Schools for Europeans.		Trained	...	...	...	18	...	18	...	...	...	15	...	15	...	...	...	16	...	16	...	...	...	...	...	...	49	
		Untrained	...	...	...	40	...	40	...	...	...	16	...	16	...	...	...	15	...	15	...	...	...	...	...	...	71	
		Total	...	...	...	58	...	58	...	...	...	31	...	31	...	...	...	31	...	31	...	...	...	...	...	...	120	
		Possessing a degree	...	...	...	...	...	...	...	...	...	3	...	3	...	...	...	9	...	9	...	...	...	...	...	...	12	
		Possessing no degree	...	...	...	58	...	58	...	...	...	28	...	28	...	...	...	22	...	22	...	...	...	...	...	...	108	
		Total	...	...	...	58	...	58	...	...	...	31	...	31	...	...	..	31	...	31	...	...	...	...	...	...	120	
GRAND TOTAL OF ALL TEACHERS			533	7,337	1,101	858	312	10,141	510	1,682	437	485	36	3,150	188	...	20	162	6	376	50	...	...	18	...	68	14,735	

EDUCATION GENERAL TABLE X.

Return shewing the classification of pupils by ages in the Central Provinces and Berar for the official year 1919-20.

Age.	Infants.	Primary.				Secondary.									*Arts Colleges affiated to Universities,						Total.
						Vernacular middle stages.		English middle stages.				High st ges.									
	I.	II.	III.	IV.	V.	VI.	VII.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Below 5 ...	4,218	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,225
5 to 6 ...	19,426	2,025	93	2	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	21,546
6 to 7 ...	28,936	7,101	1,600	85	9	...	...	...	...	...	...	...	...	...	..	...	...	...		...	37,731
7 to 8 ...	20,804	13,735	5,096	1,567	68	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	41,271
8 to 9 ...	15,948	15,410	9,568	3,798	1,183	1	...	14	...	...	...	...	...	...	...	...	..	...	...	...	45,922
9 to 10 ...	9,237	12,596	11,307	7,009	2,996	113	1	153	6	2	...	...	...	...	...	...	...	...	...	...	43,330
10 to 11 ...	4,795	9,603	9,248	9,208	5,929	231	68	510	9)	21	1	...	...	...	..	...	...	...	...	...	39,713
11 to 12 ...	2,601	5,009	6,815	8,315	7,747	450	150	965	380	114	12	...	...	...	...	...	...	...	...	...	32,558
12 to 13 ...	1,188	2,560	4,291	6,104	7,646	770	293	1,188	69>	348	91	10	...	...	...	...	..	...	...	...	25,182
13 to 14 ...	468	1,244	1 953	4,392	6,221	862	458	1,057	822	690	270	67	2	...	...	...	...	...	...	...	18,506
14 to 15 ...	170	575	978	2,118	4,260	826	545	768	747	757	608	182	38	6	...	...	...	...	...	...	12,578
15 to 16 ...	78	245	353	1,051	2,790	621	619	400	548	684	757	284	148	29	...	...	...	...	...	...	8,607
16 to 17 ...	44	105	213	437	1,131	420	519	226	332	508	716	345	303	151	1	...	...	...	...	...	5,451
17 to 18 ...	43	19	57	166	356	201	354	96	167	223	482	230	350	287	39	...	...	...	..	...	3,070
18 to 19 ..	24	14	28	70	128	96	232	29	61	121	236	128	215	281	70	16	...	...	...	...	1,749
19 to 20 ...	43	7	3	8	47	35	115	7	20	49	86	55	158	258	103	52	14	...	...	...	1,060
Over 20 ..	40	...	2	1	35	24	48	1	6	20	42	30	106	253	102	194	123	215	14	14	1,270
Total ..	1,08,063	70,255	51,605	44,331	40,456	4,650	3,402	5,415	3,878	3,537	3,304	1,331	1,320	1,265	315	262	137	215	14	14	3,43,769
GRAND TOTAL ...	1,08,063	2,06,647				8,052		16,134				3,916			957						3,43,769

Figures for European Schools are not included but are separately shown, *vide* Subsidiary Table X for European Schools.
*Excluding Training College.
Figures for "Professional Colleges, Schools for Special Training and Private Institutions" (whether advanced or elementary) should be excluded from the table.

EDUCATION SUBSIDIARY TABLE No. II—(FOR EUROPEANS ONLY).

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1919-20.

—	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Inspection.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions. For Males ...	...	56,015	34,673	...	84,688	5,053	5,018	4,982	40,192	55,245	1,39,933	
Institutions. For Females ..	...	32,082	45,770	...	78,852	4,551	...	21,868	57,297	83,716	1,67,568	
Total ..	...	88,097	80,443	...	1,63,540	9,604	5,018	26,850	97,489	1,38,961	3,07,501	
Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	31·3	29·3	...	63·6	8·2	4·3	7·3	16·6	36·4	100·0	
Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	34·5	65·5	...	100·0	...	...	...	...	...	100·0	
Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	28·6	26·0	...	54·8	3·1	1·6	8·7	31·8	45·2	100·0	
	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Average annual cost of educating each pupil—												
Aided Institutions Cost of Provincial Revenue	...	90 12 5	29 3 0	...	46 0 7							
Aided Institutions Cost of Municipal Funds...	...	1 5 9	0 15 6	...	1 1 3							
Total ..	...	92 2 2	30 2 6	...	47 1 10							
Unaided Institutions ..	...	...	...	...	...							
Total ...	...	199 12 3	68 11 1	...	104 8 10							

EDUCATION SUBSIDIARY TABLE No. V.—(FOR EUROPEANS ONLY.)

Return of the stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces and Berar for the official year 1919-20.

Class of School.				Num-schools.	Number of pupils on the rolls on 31st March 1920.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.			Remarks.
															Reading printed books.			Not reading printed books.						
						1			2			3			4			5						
						Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																								
For Boys.	Aided	...	English	...	7	288	58	...	58	215	15	230	...	...	...	...	...	...	...	...	...	273	15	288	
	Unaided	...	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
			Total	...	7	288	58	...	58	215	15	230	...	...	...	...	...	...	...	...	...	273	15	288	
For Girls.	Aided	...	English	...	11	207	2	35	37	1	169	170	...	...	...	...	...	...		...	...	3	204	207	
	Unaided	...	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
			Total	...	11	207	2	35	37	1	169	170	...	...	...	...	...	...	...	...	...	3	204	207	
TOTAL SECONDARY SCHOOLS				...	18	495	60	35	95	216	184	400	...	...	...	...	...	...	...	...	...	276	219	495	
PRIMARY SCHOOLS.																								
For Boys.	Aided	...			7	592	...	...	...	...	...	...	165	61	226	299	67	366	...	...	...	464	128	592	
	Unaided	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
			Total	...	7	592	...	...	...	...	...	...	165	61	226	299	67	366	...	...	...	464	128	592	
For Girls.	Aided	...			9	666	...	...	...	...	...	...	32	156	188	152	326	478	...	...	...	184	482	666	
	Unaided	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
			Total	...	9	666	...	...	...	...	...	...	32	156	188	152	326	478	...	...	...	184	482	666	
TOTAL PRIMARY SCHOOLS				...	16	1,258	...	...	...	...	...	...	197	217	414	451	393	844	...	...	...	648	610	1,258	
GRAND TOTAL				...	34	1,753	60	35	95	216	184	400	197	217	414	451	393	844	...	...	...	924	829	1,753	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools according to the number of boys or of girls is greater.

GENERAL TABLE X.—(FOR EUROPEANS ONLY.)

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1919-20.

Ages.	Primary.					Middle stage.			High stage.		Total.
	Infant or Preparatory Classes.	I.	II.	III.	VI.	V.	VI.	VII.	VIII.	IX.	
1	2	3	4	5	6	7	8	9	10	11	12
Below 5	36	...	...	...	...	...	...	...	...	...	36
5 to 6	127	...	...	...	...	...	...	...	...	...	127
6 to 7	118	12	2	...	...	...	...	...	...	..	132
7 to 8	95	38	11	4	...	...	...	...	...	...	148
8 to 9	38	54	50	12	3	...	...	...	...	...	157
9 to 10	40	35	57	35	12	6	...	...	—	...	185
10 to 11	12	22	43	61	33	12	3	...	...	...	186
11 to 12	4	9	15	46	50	25	13	2	...	...	164
12 to 13	5	6	16	24	44	39	17	12	...	...	163
13 to 14	1	4	9	15	26	30	24	17	1	...	127
14 to 15	...	2	5	9	11	25	26	35	8	3	124
15 to 16	...	...	...	2	5	18	20	30	18	7	100
16 to 17	...	...	...	...	...	6	9	20	15	15	65
17 to 18	...	..	...	...	...	2	2	6	7	10	27
18 to 19	...	...	...	...	...	...	...	1	4	2	7
19 to 20	...	..	...	...	...	...	...	...	1	3	4
Over 20	...	...	...	...	...	...	...	...	1	...	1
Total	476	182	208	208	184	163	114	123	55	40	1,753
Grand total			1,258				400		95		1,753

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

		Population.			1919-20.				
		Males.	Females.	Total.	Total number of children under instruction.	Total number of children in colleges and special schools.	Total number of boys in Secondary Schools.	Total number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9
British Territory.									
The Nerbudda Valley.	Saugor ...	276,233	265,177	541,410	11,819	136	2,541	7,340	1,802
	Damoh ..	168,060	164,987	333,047	7,799	...	917	5,805	1,077
	Jubbulpore ...	373,173	372,719	745,892	19,629	623	3,619	12,437	2,950
	Narsinghpur ...	161,795	163,882	325,677	8,861	...	1,827	5,972	1,062
	Hoshangabad ...	230,632	226,763	457,395	12,656	...	3,230	8,497	929
	Total ...	1,209,893	1,193,528	2,403,421	60,764	759	12,134	40,051	7,820
	Percentage ...	...	..	...	·252	·031	1·00	3·31	·65
The Satpura Range.	Nimar ...	200,765	190,306	391,071	9,339	106	2,177	6,232	824
	Betul ...	194,163	196,223	390,386	6,163	...	1,083	4,649	431
	Chhindwara ...	225,884	261,064	516,948	8,395	...	1,283	6,541	571
	Seoni ...	192,642	202,839	395,481	8,959	125	1,316	6,467	1,051
	Balaghat ...	190,469	198,451	388,920	11,461	...	1,333	9,276	852
	Mandla ...	200,872	204,362	405,234	9,109	...	1,105	7,385	619
	Total ...	1,234,795	1,253,245	2,488,040	53,426	231	8,297	40,550	4,348
	Percentage ...	...	...	...	2·14	·009	·67	3·28	·34
The Maratha Country.	Wardha ...	231,871	227,925	459,796	12,183	108	2,571	8,372	1,132
	Nagpur ..	408,843	401,058	809,901	23,357	1,269	5,854	13,728	2,506
	Bhandara ...	380,014	393,663	773,677	12,224	...	1,489	10,023	712
	Chanda ..	337,540	340,004	677,544	12,021	16	1,831	9,397	777
	Total ...	1,358,268	1,362,650	2,720,918	59,785	1,393	11,745	41,520	5,127
	Percentage ...	...	...	...	2·19	·05	·86	3·05	·37
Chhindwara ...	Raipur ..	645,186	679,670	1,324,856	35,425	170	3,606	25,720	5,929
	Bilaspur ...	558,477	587,746	1,146,223	26,138	160	2,743	19,802	3,433
	Drug ...	373,159	402,529	775,688	17,437	...	922	13,492	3,023
	Total ...	1,576,822	1,669,945	3,246,757	79,000	330	7,271	59,014	12,385
	Percentage ...	...	...	...	2·43	·01	·46	3·74	·74
Berar ...	Akola ...	400,893	387,970	738,863	27,984	116	6,435	18,259	3,174
	Amraoti	447,216	428,688	875,904	31,590	288	9,094	18,795	3,413
	Buldana ...	337,179	332,003	669,182	23,314	...	6,190	15,003	2,121
	Yeotmal ...	365,326	357,887	723,213	11,846	27	3,211	7,449	1,159
	Total ..	1,550,614	1,506,548	3,057,162	94,734	431	24,930	59,506	9,867
	Percentage ...	...	...	...	3·09	·01	1·60	3·83	·65
	Grand Total ...	6,930,392	6,985,916	13,916,308	347,709	3,144	64,377	240,581	39,547
	Percentage ...	...	...	...	2·49	·02	92	3·47	·56

APPENDIX B.

Statement showing particulars of Maktabs, Mullah Schools, Tols, Pathshalas and Kyaung Schools.

Particulars.	Classed in General Table III as Primary Schools.	Classed in General Table III as Other Schools.	Classed in General Table III as Private Institutions.	Total.	Remarks.
1	2	3	4	5	6
Maktabs.					
1. Institutions ... For Males ...	...	...	12	12	
For Females ...	..	...	5	5	
2. Pupils ... For Males ...	...	...	399	399	
For Females ..	...	...	284	284	
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. Expenditure from District or Local Funds ...	...	...	...	...	
5. Expenditure from Municipal Funds. ...	...	...	125	125	
6. Fees ...	...	...	...	...	
7. Other Sources ..	...	...	5,208	5,208	
8. Total Expenditure ...	...	...	5,333	5,333	
Mullah Schools.					
1. Institutions ... For Males ...	...	...	9	9	
For Females ..	4	...	...	4	
2. Pupils ... For Males ...	...	...	330	330	
For Females ...	172	...	23	195	
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. Expenditure from District or Local Funds ...	...	...	...	...	
5. Expenditure from Municipal Funds ...	...	...	...	...	
6. Fees ...	...	...	...	..	
7. Other Sources ...	1,328	...	2,578	3,906	
8. Total Expenditure ...	1,328	...	2,578	3,906	
Path shalas.					
1 Institutions For Males ...	...	...	28	28	
For Females ...	...	...	5	5	
2 Pupils ... For Males ...	...	...	604	604	
For Females ...	...	...	349	349	
3 Expenditure from Provincial Funds ...	...	...	...	..	
4 Expenditure from District or Local Funds ...	...	...	...	...	
5 Expenditure from Municipal Funds ...	...	...	336	336	
6 Fees ...	...	...	...	...	
7 Other sources ...	...	...	11,594	11,594	
8 Total Expenditure ...	...	...	11,930	11,930	

There are no Tols or Kyaung Schools in these Provinces.

Govt. Press, Nagpur :—No. 1149, Dir : of Public Ins :—27-11-20—405.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE QUINQUENNIUM ENDING 31ST MARCH

1917

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No. 735-E-V1 / 1917.

Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 11th January 1918.

READ—

Letter No. 9081, dated the 16th October 1917, from the Director of Public Instruction, Central Provinces, forwarding the Quinquennial Report on the State and Progress of Education in the Central Provinces and Berar for the period ending the 31st March 1917.

READ also—

The Circle and District Reports.

RESOLUTION.

The Chief Commissioner desires at the outset to congratulate the Director of Public Instruction on his extremely interesting Report, which contains a full and discursive survey of the activities of the Education Department during the quinquennium which ended on the 31st March 1917. The tone of the introductory chapter is pessimistic, but Sir Benjamin Robertson considers that the achievements of the Department during the period under review justify a somewhat more complacent attitude. The statistical results are no doubt disappointing and far from commensurate with the increase of expenditure, but it must be remembered that there was much lost ground to be made up and that the Department has had its energies fully occupied in consolidating the positions already won and in preparing the ground for future progress. Progress would necessarily have been slow even in normal conditions, but it has been retarded by the war, and will, it is to be feared, continue to be retarded by the conditions which will supervene after the war; but, though the results of the efforts which have been made are not yet apparent and may perhaps not even be fully apparent in the next quinquennium, there is no reason to depreciate unduly what has been done in the past five years or to despair of the future. If we have succeeded to some extent in laying a sound foundation, we can at least hope that with vigorous efforts and with the provision of men and money our building will steadily rise, and that we shall gradually surmount the obstacle of illiteracy which is acknowledged on all hands to be retarding the activities which we are trying to develop in agriculture and co-operative credit.

2. The opening of the quinquennium coincided with the receipt of the first of the special grants from Imperial to Provincial Revenues in aid of educational development. These grants aggregated over six lakhs a year to meet recurring expenditure, while special non-recurring grants to meet capital non-recurring expenditure totalled nearly twenty lakhs of rupees. Among the more important developments which were facilitated by the non-recurring grants were the extension of the hostel system, the provision of suitable accommodation for a large number of primary schools and the construction of other educational buildings, while the principal objects to which the recurring grants were devoted were raising the pay of and the introduction of a pension scheme for District Council teachers and the increase of grants-in-aid to secondary schools. The receipt of these grants, however, was not allowed to check the steady growth of expenditure from Provincial revenues. The total expenditure on education rose from thirty-six lakhs in 1911-12 to over fifty-three and a half lakhs in 1916-17. By far the greatest proportion of this increase fell

on Provincial revenues, the expenditure from this source, including sums disbursed by the Public Works Department on educational buildings and grants to local bodies and aided schools, having risen from twenty lakhs to over thirty-two lakhs a year. During the same period the expenditure of local bodies from their own resources increased from nine to ten and a half lakhs, while fees contributed about five and three-quarter lakhs as against two and three-quarter lakhs at the beginning of the quinquennium.

3. In the Resolution on the Report for the last quinquennium Sir Benjamin Robertson expressed his sympathy with the demand for a Central Provinces University and his hope that the aspirations of the people in this respect would be fulfilled when the time was ripe. It affords him a mild satisfaction that a definite scheme for a University has now been worked out and submitted to the Government of India, though some time, it is feared, must elapse before that scheme takes practical shape. In the meantime the increase in the number of College students from 586 to 1,030 has necessitated so great an expansion of College accommodation that the effect of the schemes which have been concurrently undertaken for the improvement of Collegiate education has been somewhat obscured. Among the more important measures of improvement which have been taken during the quinquennium are the provincialisation of the Morris College, the addition of a third Professor of the Indian Educational Service for each of the Government Arts Colleges and of a second Professor for the College of Science, and the removal of the Jubbulpore Arts College to new, commodious and well-equipped buildings. The Colleges at Nagpur are at present housed in very inadequate and unsuitable buildings, and the construction of new buildings in a healthy situation is one of the most pressing needs with a view to increasing both their accommodation and their efficiency. A scheme for the establishment of an Arts College at Amraoti has been worked out and since the close of the quinquennium has been sanctioned by the Government of India, and the Chief Commissioner hopes to be able to provide funds in the ensuing year's budget for making a substantial beginning on the construction of the buildings. This new College, when it is opened, will help to meet the immediate pressure on our College accommodation, but much more will have to be done if we are to keep pace with the ever-expanding demand, and before long it will certainly be necessary to provide a third Arts College in Nagpur itself.

4. The increase in the number of pupils in the Anglo-Vernacular Secondary Schools—an increase which has been effected without any deviation from the principle of restricting the numbers of each class to the limits laid down in the interests of efficient instruction—is an indication of the progress which has been made during the quinquennium in developing the programme laid down in 1911. The policy of Government in the matter of the development of secondary education was laid down by Sir Reginald Craddock in a Resolution in 1911, and in pursuance of that policy the establishment of model Government High Schools at District Head-quarters and of model Government Anglo-Vernacular Schools at important centres has been steadily carried out during the quinquennium, and there are now only three small districts without a model Government High School; in two of these latter there are High Schools under private management which are at present accepted as equivalent to Government Schools. For the future expansion of secondary education the people must rely chiefly on local enterprise. In view of the recent acceptance by the Government of India of the principle that ultimately all expenditure on secondary institutions at present maintained by local bodies should be made a charge on Provincial revenues, it is desirable to restate the position of the Administration in this matter. So far as secondary schools maintained by District Councils are concerned, the principle now enunciated is in complete accordance with the declared policy of the Administration: the number of such schools is small, and their provincialisation in the near future is contemplated. In the case of secondary schools maintained by Municipalities, on the other hand, financial considerations definitely preclude the adoption of a policy of provincialisation, and for a long time to come Municipal Committees must be relied on not only for the maintenance of existing schools but also, with the help of liberal grants

from Provincial revenues, for such extension of secondary education as may be possible without detriment to the claims of primary education. Briefly stated, then, the policy of Government in the matter of expansion of secondary education is that it will rely in Municipal areas on Municipal and private enterprise, and in rural areas on private enterprise alone, such enterprise being, of course, supplemented by grants-in-aid to such extent as the not unlimited resources of the Administration permit. The Chief Commissioner takes this opportunity of calling attention to the great scope offered for the exercise of private benevolence in the field of higher and secondary education. The cost of building and endowing a High School is not very great, and here is an admirable object for any person who has money to devote to the public interest; hitherto, the Chief Commissioner regrets to observe, not much has been done in this direction by the wealthier classes, who have been content to leave the field almost entirely to Missionary Societies. The Marwaris of Wardha and the Bohras of Burhanpur have demonstrated what can be effected by private enterprise and enthusiasm, and it would be well if others would follow their excellent lead.

5. The Director of Public Instruction has summarised in his Report the causes to which he attributes the somewhat disappointing scholastic results of secondary education. The training of teachers will be dealt with in a later paragraph, and the other problems are receiving, and will continue to receive, the earnest attention of the Administration. The desirability of widening the outlook of the school-boys, and encouraging them to take up hobbies and interests natural to their years, is a matter to which the Chief Commissioner attaches particular importance, as he is convinced that mental development along such lines as these is the surest remedy not only against the tendency to cram but also against the pernicious influences which are at work stimulating the boys to indulgence in unwholesome political excitement. Something has no doubt been done by the extension of hostel life and the encouragement of games, and much good may be expected from the establishment of organisations similar to the League of Honour in Berar; but the advance made is not as yet great, and the Chief Commissioner looks to the Director of Public Instruction and the officers of the Department to exert their best efforts in this direction: they may rest assured that any proposals which they may have to make will receive his sympathetic consideration. In the light of recent events it is unfortunately no longer possible to say with the Director of Public Instruction that "political excitement has led to no marked breaches of discipline." Sir Benjamin Robertson has no desire to dwell on the unhappy state of affairs which has occurred in some of the schools at Nagpur and Wardha: he can only trust that his recent pronouncements and exhortations will take effect and that parents, guardians and the educated public in general will make up their minds to co-operate with the Educational authorities in restoring and maintaining that sense of discipline without which educational progress is impossible.

6. Mr. Mayhew has dealt so exhaustively with primary education in all its aspects that little remains to be said. Criticism is frequently directed against the policy of Government in the matter of the expansion of primary education and a cry is raised for the opening of more and more schools, irrespective of considerations of efficiency. Sir Benjamin Robertson does not propose to re-enter into this controversy, but he must decline to consider any proposal which would involve the further lowering of the standard of primary education which, as the Director of Public Instruction points out, is already distressingly low. Moreover, the fact that the increase in the number of pupils during the quinquennium has not been in proportion to the increase in the number of schools, and the small proportion of pupils in primary schools who rise to the upper primary classes, indicate fairly clearly that the demand for education is not so great as is asserted. It is suggested in the Report that, in the absence of a complete change in the public attitude towards education, nothing short of compulsory education will secure an adequate return for the money devoted to primary education. As a matter of fact there is a modified form of compulsion already in existence, for, as has been pointed out in the Report, it is only the unremitting efforts of

Deputy Commissioners and of the subordinate revenue officers that keep the school attendance up to its present figure in most rural areas. If it were possible to work it, a form of compulsion by local option for boys residing within a short distance of a school who have passed through the lower primary stage might be worth trying, as at present the disproportionately small attendance in the upper primary classes involves great waste of power, but that in the present stage of the development of the Central Provinces any thorough-going system of compulsion would be unworkable hardly requires demonstration. It is obvious that no such measure can be forced on a people the majority of whom are unwilling to accept it, and the facts and figures given in the Report show that in the rural areas of the Central Provinces a great majority of the people are indifferent to the advantages of education, while a not inconsiderable proportion are definitely opposed to it. In the Municipal areas, however, the case is quite different, and the Chief Commissioner has recently announced that provision will be made in the new Municipal Bill permitting Municipal Committees to introduce the principle of compulsion in the areas under their control; experience alone can show whether in these areas the introduction of this principle is premature or not.

7. In the sphere of industrial and technical education the chief event of the quinquennium has been the establishment of the Engineering School in connection with the Victoria College of Science. The success of this institution has been most gratifying, and its popularity, as indicated by the large excess of applications for admission over vacancies, augurs well for its future development. Practical training is given a prominent part in the curriculum, and during the last year of their course the students are apprenticed to local factories for some months, but there is no doubt that what is specially wanted is a system of apprenticeship in shops for at least two years after completion of the theoretical course of instruction.

The School of Handicrafts at Nagpur, which is under the control of the Department of Industries, has made good progress under the management of Mr. Cove, and was reported by a high authority to be one of the best of its kind in India. At the close of the quinquennium proposals for the extension of the scheme of industrial and technical instruction, under the supervision of the Director of Industries, were being brought into effect, and a new school, similar to that at Nagpur, will shortly be started at Jubbulpore in connection with the Reformatory School, the management of which is also being transferred to the Department of Industries.

8. The training of teachers for both secondary and primary schools has received much attention. The Training College at Jubbulpore, which is the only institution in the Central Provinces for the training of secondary school teachers, has been developed and improved from time to time during the quinquennium. The outturn of trained teachers, however, is still inadequate to meet the demand, and proposals have recently been submitted to the Government of India which, if accepted, will not only provide more specialised instruction but will also double the annual output of teachers. These proposals involve a very large expenditure of money, and financial considerations will prevent complete effect being given to them at once; but, at any rate, it is so much to the good that a comprehensive scheme has been worked out to provide for future requirements and it can be introduced by instalments from time to time as funds permit.

Similarly, in the case of primary school teachers, a scheme was elaborated during the quinquennium for an increase in the number of Normal Schools to ten, with an annual output of 525 teachers: it is recognised, however, that even this supply is inadequate in view of the large number of untrained teachers already employed and the great expansion of primary education which may be expected in the near future, and the Director of Public Instruction has accordingly been instructed to frame proposals for increasing the outturn to 800, either by extension of existing schools or by the establishment of new ones, or by reducing temporarily the numbers of teachers who undergo the 3rd and 4th years' training. The question of reducing the normal course of training to one year was

carefully considered, but it was found that complaints were so rife of the inefficiency of teachers who only do a single year's training that it was considered wiser to sacrifice quantity to quality, and retain the two years' course as the minimum. This decision will no doubt involve greater expense, but the Chief Commissioner holds strongly that economy in the preliminary training of the future masters would be very false economy indeed. Many of the defects of the present system of education are directly attributable to the inferior qualifications of the teachers, and in the Chief Commissioner's opinion the importance of improving the quality of the instruction imparted cannot be over-estimated.

The schemes outlined above indicate what Government is prepared to do in order to obtain more and better-trained teachers, but, as the Director of Public Instruction has pointed out more than once in his Report, the co-operation of the educated public is no less necessary for the provision of an adequate teaching staff than in any other respect, and the Chief Commissioner trusts that the liberal policy of Government will meet with a prompt and adequate response in the shape of a better class of recruits.

9. Female education did not make much advance during the quinquennium. The plain reason is that there is no real demand for it as yet in these Provinces, and the recent survey of the problem in all its aspects revealed the fact that in every stage of education, except in the two lowest vernacular classes which are made use of as a crêche, the supply is in excess of the demand. During the quinquennium a Government High School for girls has been established at Amraoti: hitherto the institution has not been productive of many students, but it is gradually progressing, and no money is being spared in making it as attractive and efficient as possible. A scheme for the expansion of primary schools for girls has been drawn up and is being gradually given effect to. The Chief Commissioner fears that even with the improvements which have recently been effected not much progress can be anticipated in the near future. The most promising field at present is Berar, from which the Government Girls' High School draws most of its pupils.

10. The improvement of the Rajkumar College, Raipur, during the quinquennium has been most marked. The financial position of the College has been strengthened by Government grants and by donations, among which may be mentioned a munificent gift of five lakhs of rupees from the Rajnandgaon State. This increased financial stability has allowed of improvements being made in every direction, and the Chief Commissioner was gratified to see from the report of the Educational Commissioner, who recently visited and inspected the College, that it compared not unfavourably with other Chiefs' Colleges in respect of buildings, equipment and standard of instruction. The result reflects the greatest credit on Mr. Stow, to whose efforts, since his appointment as Principal in 1912, the improvements are mainly due.

11. Muhammadan education calls for little remark. The Director of Public Instruction has pointed out the necessity of Muhammadans adopting the principle of self-help, and the Chief Commissioner has only to add that the necessity for the co-operation of the public in securing an adequate standard of instruction is perhaps nowhere so marked as in the case of this community.

12. Much improvement has been effected in the European Schools to which liberal grants of money have been made owing to generous subsidies having been provided by the Government of India. A separate Inspector of European Schools has been appointed, and the tone and general appointments of the schools have been appreciably raised. It is disappointing to learn from the Director's Report that so little advantage is taken of the opportunities for higher education, and it is trusted that his remarks in this connection will not escape the notice of the leaders of the community.

13. The necessity of the co-operation of the educated public in all matters concerning educational progress has already been touched upon. While gratefully acknowledging the assistance given, whether in the way of advice and

criticism or in the way of pecuniary contributions, the Chief Commissioner is constrained to agree with the Director of Public Instruction that much of the criticism is destructive rather than constructive, while there is a singular absence of any spirit of liberality such as might be expected with the rapid increase and greater diffusion of wealth among the people of the Province and the oft-repeated professions of interest in the development of education. He earnestly commends to the educated public the appeal of the Director of Public Instruction for a fuller realisation of their responsibilities, particularly in the matter of endowment of schools and the devotion of the best talent to the cause of education.

14. The Chief Commissioner cannot close this review without a reference to the premature retirement on account of ill health of Mr. Wright from the post of Director of Public Instruction. His ability and energy left their mark on the Department, and he was instrumental in introducing many fundamental reforms. By the sinking of the S. S. "Persia" by enemy action, the Province lost a keen helper in the cause of primary education in Mr. Russell, I.C.S., who, as Deputy Commissioner of Mandla, had done much to extend instruction in that backward district. A well-known figure in the Nagpur educational world, the Revd. J. Douglas of the United Free Church Mission, has recently retired, and Sir Benjamin Robertson desires to place on record his appreciation of the whole-hearted work which he carried on for so many years in the Hislop College. To the keen interest which is taken by Mr. Chapman, Deputy Commissioner of Yeotmal, in the welfare of the youth of his district and to the School Boy League of Honour which he has established, fitting reference has been made in the Report. The Chief Commissioner joins with the Director in warmly thanking Mr. Chapman for the encouragement he has given to healthy sports and amusements and for the example he has set in leading the boys to a high conception of life and conduct.

15. The Chief Commissioner desires in conclusion to convey to Mr. Mayhew his acknowledgment of the excellent work which he has done as Director of Public Instruction. The enthusiasm which he devotes to his heavy and all-engrossing task is equalled by his knowledge and ability which will be recognised by all who read his most illuminating and suggestive Report. To the officers of the Department who have worked, in the face of many difficulties and discouragements due to the conditions arising from the war, with zeal and with hope for the future, the Chief Commissioner's thanks are also due.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also, that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette*.

F. S. A. SLOCOCK,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur :—No. 1123, Civil Sectt.—12-1-18—317.

INDEX.

Chapter.	Subject.	Page.	Paragraph.
I	*General Policy and Progress—*	3—4	1—8
	Policy	3	1
	The war and general progress	,,	2
	Numercial results	,,	3
	Expenditure	,,	4
	Public opinion and co-operation	,,	5
	Important events	4	6
	Buildings	,,	7
	The future	,,	8
II	*The War—*	5—6	9—10
	Military Service...	5	9
	War and the Schools	,,	10
III	*Controlling Agencies—*	6—9	11—22
	Direction	6	11
	Inspecting Agency	,,	12
	Inadequacy of Agency	,,	13
	Organization and Methods of Inspection ...	7	14
	Divisional and District Officers	,,	15
	Local Bodies	,,	16
	Relations of the Department to Local Bodies ...	,,	17
	Private Agency—A.—Mission	,,	18
	B.—Indian Association and Committees.	8	19
	C.—Proprietary Schools ...	,,	20
	School Committees	,,	21
	Parents	,,	22
	STATEMENT SHOWING THE NUMBER OF PUPILS IN EACH CLASS.	10	
IV	*University and Arts Colleges—*	12-14, 17	23—29
	Central Provinces and Berar University ...	12	23
	Arts Colleges and the College of Science—		
	Statistics	,,	24
	Academic results	13	25
	New buildings of the Robertson College, Jubbulpore	14	26
	Provincialization of the Morris College, Nagpur ...	,,	27
	Victoria College of Science	,,	28
	Student life	,,	29
	DIAGRAM SHOWING THE SCHEME OF SCHOOL CLASS.	15	
V	*Secondary Education—Boys—*	17—23	30—38
	Policy and quantitative results	17	30
	Buildings	18	31
	Qualitative results	19	32
	Reasons for poor results	19—20	33
	School boy life	21	34
	The future	22	35
	Vernacular Middle Schools—		
	General Policy	22	36
	Statistics	23	37
	The future	,,	38
VI	*Primary Education—Boys—*	23—28	39—52
	General results	23	39
	Expansion of Primary Schools	23—24	40
	Aided, Unaided and Indigenous Schools ...	25	41
	Night Schools	,,	42
	Factory Schools...	,,	43
	Improvement of Primary Schools. Readers and Curriculum.	,,	44

Chapter.	Subject.	Page.	Paragraph.
	Examination results	26	45
	Proportion of teachers to pupils	„	46
	Training and pay of teachers	„	47
	Buildings	27	48
	Games	28	49
	Libraries	„	50
	The financial position	„	51
	The future	„	52
VII	*Professional Colleges and Schools*—	28—29	53
VIII	*Technical and Industrial Education*—	29—34	54—61
	Engineering School, Nagpur	29—31	54
	Berar Technical Institute	32	55
	Industrial Education	33	56
	State Technical Scholarships	„	57
	Other Scholarships for Technical Education ...	„	58
	Drawing	34	59
	Commerce	„	60
	Manual Training	„	61
IX	*Training of Teachers (Boys' Schools)*—	34—36	62—66
	Anglo-Vernacular School teachers.—The—Training College.	34	62
	Vernacular Schools teachers—Normal Schools ...	35	63
	Reorganization of Normal Schools ..	„	64
	Statistical results	36	65
	General	„	66
X	*Female Education*—	36—41	67—79
	General	36	67
	Statistics	37	68
	Anglo-Vernacular Schools	„	69
	Vernacular Schools	38	70
	Staff	39	71
	Ladies' Committees	„	72
	Curriculum	„	73
	Buildings	„	74
	Financial	40	75
	Zanana Classes	„	76
	Normal Schools	„	77
	Industrial Schools	„	78
	Inspecting Agency	41	79
XI	*Rajkumar College, Raipur*—	41—42	80—86
	General	41	80
	Finance	„	81
	Buildings and compound	„	82
	Staff	„	83
	Kumars and Boarding-house arrangements ...	42	84
	Curriculum and General Education ...	„	85
	Out-door life	„	86
XII	*European Schools*—	42—44	87—91
	Numbers	42	87
	Expenditure	„	88
	Quality of work	43	89
	Physical training	„	90
	Hostels	„	91
XIII	*Muhammadan Education*—	44—47	92—97
	General	44	92
	Statistics	„	93
	Special concessions, special measures and their results.	45	94

Chapter.	Subject.	Page.	Paragraph.
	Institutions specially designed for Muhammadans...	46	95
	Imperial Grants	47	96
	Muhammadan employees	„	97
XIV	*Backward Classes*—	48—50	98—102
	Statistics	48	98
	Depressed Classes—General Policy and Special Schools.	„	99
	Special measures	49	100
	Aboriginal Tribes	„	101
	Criminal Tribes	50	102
XV	*Religious, Moral and Physical Training*—	50—51	103—106
	Religious Institution	50	104
	Moral Training	„	105
	Physical Training	„	106
XVI	*Hostels*—	51—53	107—110
	Numbers	51	107
	Expenditure	„	108
	Supervision	52	109
	Hostel life	„	110
XVII	*Medical Inspection and School Hygiene*—	53—54	111—112
	Medical Inspection	53	111
	School Hygiene	„	112
XVIII	*Miscellaneous*—	54—61	113—123
	Imperial Grants	54—57	113
	Grant-in-aid Code—Non-European Schools ...	58	114
	Education Manual	„	115
	Plague and Open Air Schools	„	116
	Reformatory School	„	117
	Education of Defectives	59	118
	Jains	„	119
	Text-Book Committee	„	120
	Book Depôts	60	121
	Keys	„	122
	Student's Advisory Committee	„	123
	Acknowledgments	„	124
Statements ...	General Tables I—X	i—li	
Appendix A.	General and Statistical Summary for the preparation of maps.	lii	
„ B.	Expenditure on buildings, furniture and apparatus in each kind of institution.	liii	
„ C.	Municipal institutions and the expenditure on them ...	liv	
„ D.	Classification and pay of officers ...	lv	
„ E.	Average pay of teachers not in Government employ ...	„	
„ F.	Particulars of Maktabs, Mulla schools, Tols, Pathshalas and Kyaung Schools.	lvi	

No. 9081.

FROM

THE HON'BLE MR. A. I. MAYHEW, B.A.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

To

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Dated Nagpur, the 16th October 1917.

SIR,

I have the honour to submit the quinquennial Report on the State and Progress of Education in the Central Provinces and Berar for the period ending the 31st March 1917.

I have the honour to be,

Sir,

Your most obedient Servant,

A. I. MAYHEW,

Director of Public Instruction.

CHAPTER I.

GENERAL POLICY AND PROGRESS.

Policy.

There has been no marked change in our policy during the quinquennium. In the initiation and preparation of new measures established principles have been recognised and applied.

The war and general progress.

2. The war has necessitated the postponement of some matured schemes and has retarded the progress of Primary Education by the restriction it has placed on Imperial and Provincial grants for this purpose. By stopping all recruitment for the Indian Educational Service and by its call to some members of the Department it has retarded the elaboration of schemes requiring more time than the existing staff can spare and has affected the administrative and organising efficiency of the Department. There has been a marked set-back to Primary Education during the last two years of the period, and this may be ascribed partly to the war. But the predominating feeling must be one of thankfulness that the injurious effects have been so slight. The Government has recognised that education expenditure is a provident investment for which even in times of financial anxiety funds must be found.

Numerical results.

3. These are disappointing. The percentage of pupils under instruction to the total population has risen only from 2·08 to 2·52, males rising from 3·74 to 4·53 and females from ·4 to ·5. When it is remembered that there has been no census and that no account is taken of a five-years' rise in population, the disappointment is increased. Though the percentage of increase in number of institutions (22) exceeds that of last quinquennium (19) the percentage of increase in pupils has fallen from 32 to 21. The falling-off has been most marked in Primary Education where the rate of increase has fallen from 36 (boys) and 32 (girls) to 23 and 14. Reasons for these results are discussed under the appropriate sections. Numbers afford no cause for complaint in higher education. The percentage of increase in the high department of Secondary Schools is 56 against 45 in last quinquennium and the Arts College percentage of 80, though not up to the last quinquennium figure, is numerically satisfying. It is also gratifying to note that in higher education the advance of non-Brahmins and Indian Christians has been more marked than that of Brahmins.

Expenditure.

4. The total expenditure on public instruction has risen by 17½ lakhs or 56 per cent to nearly 49 lakhs. The very large increase is largely due to measures taken for the improvement of education. Improvements in the pay and training of teachers, restriction of numbers in classes and radical improvements in buildings are costly measures which have left their mark on schools, though it is yet too early to find their justification in examination results. The largest proportionate increase is under technical and special education, and it is also satisfactory that 32 per cent of the total increase is under Vernacular Education against 21 per cent under Secondary. The proportion of direct to indirect expenditure remains unchanged. Expenditure from public funds has fallen from 82 to 78 per cent of the total and from fees and other sources has risen from 18 to 22 per cent. The average cost per pupil has risen from Rs. 7-13-0 to Rs. 9-13-0 and the rise is most marked in Secondary Schools. Owing mainly to the increased rates of fees the net cost to Government per pupil has fallen in Secondary Schools and Colleges. Against these gratifying figures must be set the fact that endowments and subscriptions contribute less than 5¼ lakhs, *i. e.*, 10·5 per cent of the total expenditure. In a Province that produces an excise revenue of over a crore this is an appallingly low figure. Out of this the sum of 2·83 represents the contribution of Christian Missions, leaving a balance of 2·32 to Hindu and Muhammadan munificence in the Province. Any one who knows the wealth of certain parts of the Province and certain sections of the community and the amount spent on marriages will admit that ten times this amount could be raised with ease if the merit of educational endowment once obtained public recognition.

Public opinion and co-operation.

5. Apart from the devotion of time and money to the maintenance of schools, the leaders of communities can assist by intelligent, constructive and well-informed criticism, by missionary work for the conversion of the masses to an

intelligent appreciation of the advantages of education and by instigating the best of their young men to adopt the educational profession. Public opinion has been usefully represented on the University, Female Education, and Vernacular Readers Committees and has been sought in many informal conferences and interviews. Criticism has not been withheld in the Legislative Council and the public Press, and the general interest in education has been most marked. While gratefully acknowledging the good work of the Committees and the good intentions of some of the criticism I cannot admit that public opinion on the whole has been helpful. Difficulties have not been appreciated, and pressure to aim at quantity in preference to quality has been steadily applied. The aim of education has not been understood, and demands to "keep moving" have been without regard to methods and aim of such movement. Missionary work among the masses has been left mainly to the Tahsildar and if the best of the young men have been urged to take up teaching work the harvest is still awaited.

Important events.

6. (1) Scheme for University of Central Provinces and Berar prepared by a Committee, considered by Government and submitted to the Government of India.

(2) Provincialisation of the Morris College and new buildings for the Robertson College.

(3) Completion of the programme for development of Government Secondary Schools.

(4) Revision of the Grant-in-Aid Code and extension of aided Secondary education.

(5) Reorganisation of the Subordinate Educational Service.

(6) Improvement of European Education (buildings and staff) with the help of Imperial grants.

(7) Establishment of the Government Engineering School, Nagpur.

(8) Development of the Jubbulpore Training College and extension and improvement of Normal Schools.

(9) Establishment of the Government Girls' High School, Amraoti.

(10) Survey of Female Education—its position and needs.

(11) Receipt and distribution of Imperial grants, particularly for Vernacular Education.

(12) Survey of Municipal Vernacular Education and revision of Provincial grants for the same.

(13) Survey of District Council Vernacular Education and establishment of principles of distribution of grants for the same.

(14) Pensions for District Council Vernacular School teachers and a minimum salary for trained teachers.

(15) Production of new departmental Vernacular Readers.

(16) Sanction of special scholarships for the depressed classes and Dai classes and measures for improving Chamar education in Chhattisgarh.

(17) Survey of School Hygiene and preparation of Medical Inspection scheme.

(18) Development of games and hostels and the School Boy League of Honour.

Buildings.

7. Building activity has been most conspicuous. More than 24 lakhs has been spent through the Public Works Department, the heaviest annual expenditure being 7 lakhs in 1914-15. This activity has imposed a heavy burden both on the Public Works Department and on my office which is responsible for general directions regarding the buildings and for seeing that plans and estimates are in accordance therewith. There is quite enough work in this department for a special Engineer.

The future.

8. A list of what ought to be done in the near future would far exceed the list of achievements. I have neither the time nor the space to show in how many directions we are held back by a shortage of administrative and organising staff. Routine work is being conscientiously carried out by all, but few have time for more than this. My report shows us as travellers on a road paved with good intentions. We can only hope to escape the proverbial destination of such travellers by frank recognition of past failure and by cautious preparation for the future. A vigorous offensive on a comparatively small front has been planned. Reinforced by men and money after the war and with more enlightened and effective support from the general public, we shall be able to extend our operations against the powers of darkness that still molest the land.

CHAPTER II.

THE WAR.

9. The following Officers of the Department obtained Commissions in the Army :— Military Service.

Mr. E. A Macnee, Indian Educational Service, Indian Expeditionary Force, East Africa, Maxim Gun Section, Nagpur Volunteer Rifles, 1914.

Mr. H. E. F. Craddock, Indian Educational Service, Indian Cavalry, Indian Army Reserve of Officers, 1917.

Mr. F. H. M. Cheshire, Indian Educational Service, temporary Commission, Indian Army Reserve of Officers, attached three months to General Staff at Mhow, 1917.

Mr. F. J. Cuerden, Provincial Educational Service, Military Works, Indian Army Reserve of Officers, 1916.

Mr. Macnee has been engaged in active military operations and has been promoted to Captain's rank.

Three members of the Christ Church European School staff, Jubbulpore, have obtained Commissions, and the Principal and three Teachers of St. Francis de Sales' School, Nagpur, and one Teacher of St. Aloysius' School, Jubbulpore, have joined the French Army. Of these Brother Roustan was killed in the Dardanelles after being mentioned in Despatches and obtaining promotion on the field to Sergeant. Brother Poumier and Father Mengnier have been wounded and the former decorated. Many old boys of European Schools (*e. g.*, 33 from Christ Church School, Jubbulpore) have joined the Army and three pupils of Bishop Cotton School, Nagpur, joined and proceeded on active service.

Miss Broughton, Indian Educational Service, Inspectress of Schools, has been engaged since early in 1916 under the Ministry of Munitions in organising measures for the welfare of women workers and has recently received the Order of the British Empire. Father Palluel of St. Aloysius' School has gone as Military Chaplain, one clerk in the Department has joined the clerical staff of the Supply and Transport and two Teachers have devoted their holidays to voluntary Post Office War Loan work.

Of the seven unmarried men left in the Indian Educational Service four have applied at various times for leave to proceed on military service and of the remaining three one already holds a Commission, one is over 40, and the third knows that he cannot be spared. Of the eight married men four have offered their services, one is medically unfit, one is over 40 and the remaining two know that they cannot be spared.

10. Early in the war I issued instructions regarding (*a*) the circulation of correct war news in all schools, (*b*) addresses to the boys on deeds of heroism, particularly by Indian troops, on the origin of the war and intentions of the allies, on Ambulance and Red Cross work and work done by school boys and (*c*) the raising of subscriptions on an essentially voluntary basis. Wide publicity has been given to such documents as the King-Emperor's message, Lord Roberts' message to the children of the Empire and the War Loan advertisements and circulars. In staff and school meetings the purpose and methods of the War Loan have been carefully explained with good results and more success has, I think, been obtained in this direction than in any other. Staffs, and to some extent pupils, have contributed largely to the success of the Post Office loan in these Provinces. On the whole the general position of most schools towards the war is, I fear, one of ignorance and apathy, though here and there owing to the energy of individual Headmasters boys have been galvanised into interest. Collections have been made for Red Cross work and comforts, etc., spasmodically and without much system and cases are recorded of pupils giving up prizes for various War funds. The total amount so collected must be considerable, but I have intentionally refrained from calling for returns which would give rise to tactless or coercive measures on the Headmaster's part. Considerable enterprise has been shown in knitting and sewing by the Female Normal School, Jubbulpore, and a few girls' schools. Girls generally have been more easily stirred than boys. The following extract from the Berar Circle report deserves reproduction :— War and the Schools.

"The weekly summary of the war news has been widely circulated, but except in a few Primary Schools, only a little use has been made of it. High

School boys are remarkably ignorant of all present day events connected with the war and of the names of Generals in command.

The Primary Schools of Amraoti District have contributed Rs. 1,182-14-6 for the Overseas Tobacco Fund for the Army, while the High Schools and Normal Schools of Amraoti Town have brought the amount to Rs. 1,500.

When the War Loan was floated, the Berar School Paper issued a special supplement on the matter setting forth the meaning of the loan, why India should contribute, how India should contribute, and the terms of subscription and repayment. Headmasters were requested to read this supplement to their pupils at a meeting to which parents, guardians and School Committees were invited. From the reports received, these meetings have been a great success and large numbers of teachers have subscribed by means of Post Office Certificates. Aided Anglo-Vernacular Schools have invested funds and certain Poor Student Funds have invested their capital. Altogether close upon one lakh must have been subscribed in the Berar Schools."

CHAPTER III.

CONTROLLING AGENCIES.

Direction.

11. *Director and Assistant Director.*—The Director's post changed hands five times during the quinquennium and was held by the following officers:—

Mr. R. M. Spence,
" A. G. Wright,
" E. G. Kilroe,
" A. I. Mayhew,
" C. E. W. Jones.

Mr. Wright's permanent retirement from service in 1916 after over two years' absence on sick leave was a very great loss to education in this Province. His ability and energy were responsible for many important and useful reforms. I was confirmed in the post on my return from leave after Mr. Wright's retirement. The administration of the Department proved to be too great a task for one officer and to relieve him a post of Assistant Director was created in the Indian Educational Service in 1913.

Inspecting Agency.

12. *Inspecting Staff.*—To cope with the increasing amount of work one Inspector and one Inspectress in the Indian Educational Service, two Assistant Inspectresses in the Provincial Educational Service and thirteen Deputy Inspectors in the Subordinate Educational Service were added to the staff. There are now six Inspectors including the Inspector of European Schools and Science, three Assistant Inspectors, two Inspectresses, four Assistant Inspectresses and sixty-one Deputy Inspectors. Of the six Inspectors two are in the Provincial Educational Service. Two more posts of Inspectors in the Indian Educational Service and four more posts of Assistant Inspectors in the Provincial Service were sanctioned during the quinquennium but have not yet been filled. Four additional posts of Deputy Inspectors were also sanctioned during the quinquennium and filled after the close of the period.

The posts of Assistant Inspectors originally filled by men in the Subordinate Educational Service on Rs. 250 were in 1916 finally placed in the Provincial Educational Service in the time scale of Rs. 300—20—400. The posts of Assistant Inspectresses were included with those of Lady Superintendents of Normal Schools in the Provincial Educational Service grades of Rs. 150 to Rs. 300 and the initial pay was subsequently raised to Rs. 200. All Deputy Inspectors' posts were merged in the Subordinate Educational Service on its re-organization in 1914. They enjoy the benefits of the Upper and Select Divisions of that service. Additions to the Collegiate staff and sanctioned posts of Headmasters in the Indian Educational Service are separately referred to under Colleges and Secondary Schools.

Inadequacy of Agency.

13. The percentage of expenditure on inspection to total expenditure has fallen from 6·3 to 5·5. An increase in this percentage is probable. The sanctioned but unfilled posts of Inspectors and Assistant Inspectors are a recognition of the needs of Secondary Schools. At present the Inspectors, particularly those in Nagpur and Berar, have insufficient leisure for actual inspection, purely educational work, and keeping in touch with pedagogic reforms and movements outside their Circle owing to their heavy administrative work. In course of time it should be possible to delegate much of the administrative

Government school work to the Headmasters. Meanwhile as aided education expands the number of problems requiring tactful and detailed investigation grows. The Assistant Inspectors, who are really personal Assistants to the Inspector without independent charge or responsibility, are attached to the heaviest Circles of Berar, Nagpur and Jubbulpore. A fourth has been added this year to the Nerbudda Circle. The increases made in the female inspecting agency, assisted in remote tracts by Deputy Inspectors, will suffice for several years to come. Our Deputy Inspectors' staff is keeping pace with the growth of Vernacular Schools, the average number of such schools per Deputy Inspector being 66, which is below our postulated maximum of 70. The addition of a special Inspector for European Schools and Science has already produced good results. Besides more thorough inspection, Mr. Beckett has been able to deal with general principles and introduce system and organization in both branches of this work. Further specialization in the shape of Drawing and Medical Inspection has been planned and is referred to separately.

The following statement gives the number of Schools under the Inspection of each Inspector and Inspectress :—

Name of Circle.	Number of officers.	Number of Normal Schools.	Number of High Schools.	Number of Anglo-Vernacular Middle Schools.	Number of Vernacular Middle Schools.	Number of Primary Schools.	Total.	Remarks.
1	2	3	4	5	6	7	8	9
Inspectors of Schools.								
* Nagpur Circle ...	1	1	12	27	...	...	40	
* Jubbulpore Circle ...	1	1	7	9	...	...	17	
Nerbudda Circle ...	1	1	9	14	...	...	24	
Chhattisgarh Circle...	1	1	4	9	...	...	14	
* Berar Circle ...	1	3	6	51	...	...	60	
Total ...	5	7	38	110	...	...	155	Vernacular Schools reserved for female inspection.
Inspectresses of Schools.								
Nagpur Circle ...	I	1	2	...	8	176	187	120
Jubbulpore Circle ...	1	2	1	2	17	132	153	121
Total ...	2	3	3	2	25	308	340	241

N. B.—(*a*) Inspectors are expected to keep in touch with the Vernacular education by visiting at least some Vernacular Schools in all parts of their Circles.

(*b*) Each Inspectress has two Assistants and the Inspectors marked with an Asterisk have one Assistant each.

Organization and Methods of Inspection.

14. There are no important changes to record. On the whole the Inspectors' and Inspectresses' methods are elastic and intelligent. The Provincial Educational Service Inspectors are perhaps inclined to lay too much stress on their own examinations. It has been found necessary to subject school examination papers, mark sheets and promotion lists to the strictest scrutiny and such scrutiny with examination of teachers' notes and boys' exercises is more informing than Inspector's examination. Deputy Inspectors' notes of inspection are as a rule sensible and to the point. If they are concerned largely with examination results, that is due to the infirmities of the teachers they are dealing with and the scarcity of other "records." On the whole they form an effective and hard-working body of men. Complaints against them are few and many District Council Chairmen have acknowledged their services most gratefully. Owing to the fact that their prospects are now no longer superior to those of graduate teachers in Government service it is becoming increasingly difficult to find graduates for work that is certainly less comfortable than that of a teacher. From our undergraduate teachers we have been able to select some excellent men, but the need for more graduates has been expressed and is receiving attention. There has been no important delegation of powers during the period, but scope for such delegation on generous lines has been provided in the new Education Manual and only time is required for devising means to take advantage of this provision.

Divisional and District Officers.

15. The Commissioners and Deputy Commissioners continue to occupy a most important position. Their general responsibility and the need for consulting them in all important matters is universally recognized by educational officers. As has often been remarked the condition of Vernacular Education in a District depends largely on the influence of the Deputy Commissioner exerted both directly and indirectly through the Tahsildars. It is inevitable but to be regretted that in some Districts more important duties leave little time for such work. The late Mr. R. V. Russell's work in Mandla and Mr. R. B. Chapman's work in Yeotmal will long be remembered.

Local Bodies.

16. Of the total number of boys under vernacular instruction 90 per cent are in Board Schools. District Council expenditure on education in 1916-17 was Rs. 16,54,000 (including 9·70 from Provincial and Imperial grants) or 33 per cent of the total expenditure on education and Municipal expenditure was Rs. 5,58,000 (1·88 from Provincial and Imperial grants) or 11·4 per cent of the total. It has now been clearly established that District Councils are to confine themselves to Vernacular Education and the few Secondary Schools that remain under their management will shortly be provincialised. On the other hand Municipal Secondary education is growing and it is difficult to ensure adequate and prior attention to Vernacular needs in some areas. At present fees and Provincial grant are covering a substantial portion of the increased outlay in Municipal Secondary Schools and only 13 per cent of the total increase in Municipal expenditure is due to Secondary Schools.

Relation of the Department to Local Bodies.

17. In the relations of local bodies to the department, the only marked change has been that Municipal Secondary Schools admitted to the benefit of the Grant-in-aid Code are entitled to the same independence as regards general control and all arrangements as schools under private management. My policy in regard to these relations generally has been to emphasise the advisory character of our departmental officers' work and the final responsibility of the Boards in all matters the control of which has not been expressly delegated to the department. The ambiguity of existing rules covering these mutual relations has now been cleared away in the new Manual which lays it down unequivocally that departmental officers are to advise local bodies and inspect their schools, and to take up only such administrative work as is expressly delegated. On the whole there has been a remarkable absence of friction, but some of the larger Municipalities have occasionally taken exception to advice or warnings rather vigorously conveyed, while some Inspectors have felt rather keenly that local bodies if left to manage their own schools should include at least one expert on their School Boards or Sub-Committees. Some Municipalities forget to consult the Department on obviously important and technical points or put it off until too late. Where the officers of local bodies and the department are in close and frequent contact difficulties never arise. I am always surprised that more use is not made of our Government School Headmasters on School Boards. Many of them would be valuable educational members and would form a link between the Board and the Department.

In regard to the expenditure of Imperial and Provincial grants, my policy has been to leave all the details to the Local Bodies concerned and to restrict my attention to the distribution of the grant among divisions (the district distribution being left to the Commissioners) and to the establishment of the general principles of wise expenditure. No Local Body maintains its own inspecting agency, but the Nagpur Municipality has recently appointed a Superintendent of its Vernacular Schools. This is a wise step, but the creation of a separate inspecting agency, though urged by several District Councils, would be a mistake. My experience of a double system of inspection has not been encouraging and funds urgently required for developing Vernacular Schools cannot be spared for their further inspection.

Private Agency. A.—Missions.

18. Several Christian Missions, 1 Roman, 1 Anglican and the rest other Protestant denominations, are engaged in educational work in this Province and maintain* 1 College, 16 High Schools, 22 Anglo-Vernacular Middle Schools and

* The figures given include European Schools under the Roman Catholic Mission but not those maintained by Anglican funds.

234 Vernacular Schools. The total expenditure from Mission Funds in 1912-13 and 1916-17 was 2·08 and 2·82, and their expenditure of Public Funds amounted to 1·51 and 2·01 in the same years. They had, in 1916-17, 20,685 pupils under instruction against 17,449 in 1912-13. The American Evangelical Mission had the largest number of pupils under instruction, while the United Free Church Mission has perhaps the most firmly established position owing to its College, its long standing and the work of such men as Mr. Hislop and Mr. Douglas. The Mission High Schools at Narsinghpur and Seoni have been accepted as substitutes for Government High Schools at those head-quarters, while the recently established Friends' Mission High School at Hoshangabad is doing useful experimental work in several directions. It is perhaps in female education that the co-operation of Missions is most valued. The supervision of experienced and sympathetic ladies is of supreme importance here. The work of the Church of England Zanana Mission in Jubbulpore is recognised by a grant-in-aid. In male vernacular education Missions have not yet gone far, nor have they systematically considered the question of providing trained teachers for such schools.

B.—Indian Associations and Committees.

19. The need for more expenditure of money and time by leaders of the Indian Community has already been emphasised. In Berar and Nagpur Divisions Committee Schools are growing rapidly. Though some, as for instance the Marwari High School at Wardha and the New English and City High Schools at Nagpur are carefully managed, most of them are hampered by lack of assured funds and of competent experienced Committee members able to devote sufficient time to Committee work. It is hard to make the Committees understand that something more than fees and grant are required for a school and enquiries regarding endowments are met by vague references to unrealised subscriptions. Outside Nagpur and Berar we have the old established Hitkarni and Anjuman High Schools at Jubbulpore and the Bohra High School at Burhanpur.

C.—Proprietary Schools.

20. These form no part of our recognised system at present except in so far as indigenous vernacular schools "owned" by their teachers are supported until they are ready to be taken over by Local Bodies. The advent of the "one man" Proprietary School is not encouraged.

School Committees.

21. These are attached to all Government and Board Schools. Their functions in Vernacular Schools are particularly important and a Committee that whips up the attendance and exempts from and spends the school fees wisely is a real power in the land. In Secondary Schools their work is essentially to advise the Head Master and Department and represent local needs. Interference in internal matters such as discipline and promotions is not welcomed and the new Manual removes all ambiguity on this point. Nor do we encourage a growing tendency in some Committees to represent the petitions of parents against strictness in promotions and discipline. One Committee member, from the local Bar, warned an Inspector recently that the refusal of a promotion might become the matter of a civil suit. "Solvuntur risu".

Parents.

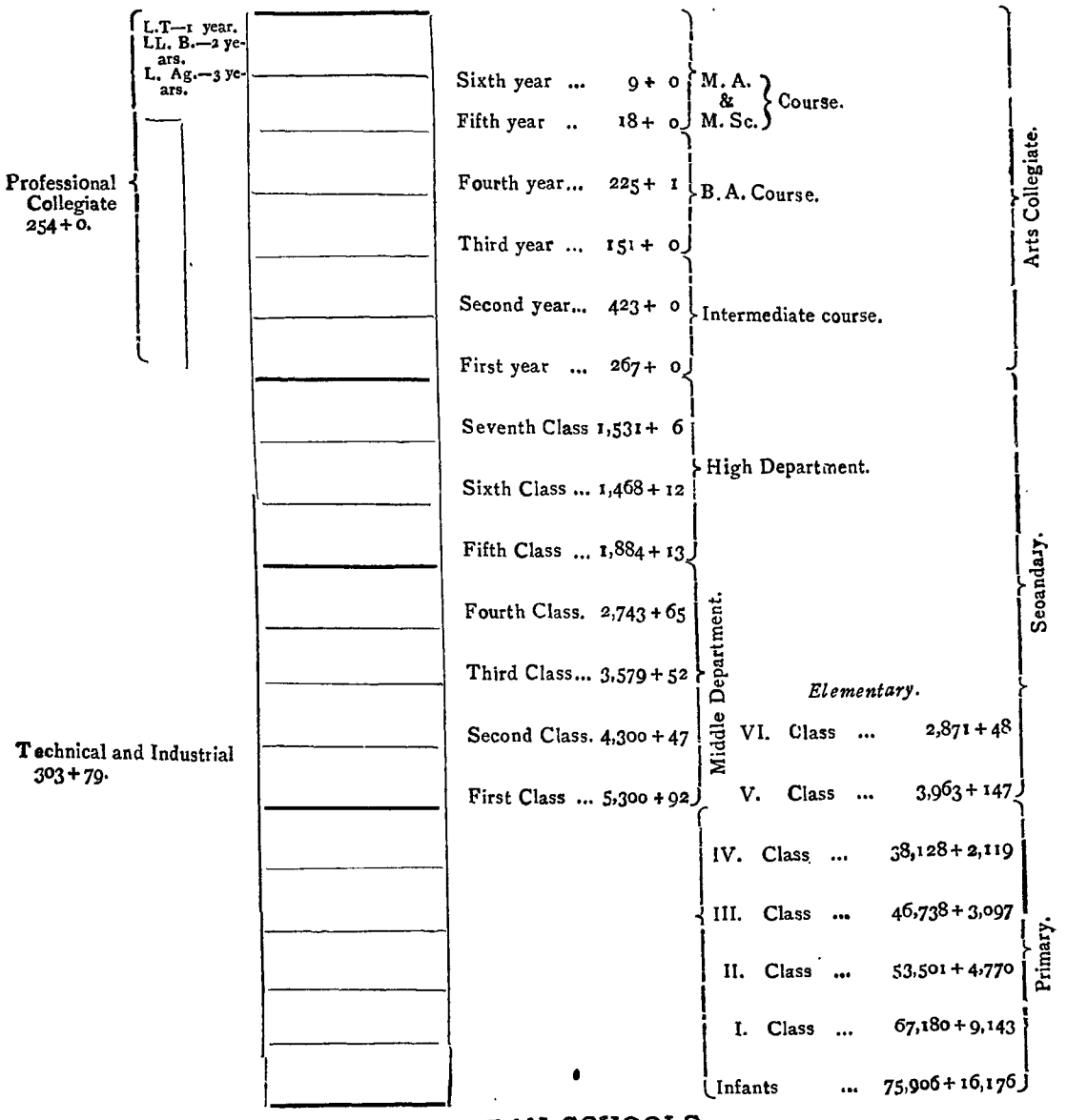
22. A famous Head Master once summed up the characteristics of a persistent and wayward pupil by saying that he would make an excellent parent. I am afraid the experience of most of our Head Masters is equally discouraging. As a controlling agency parents limit their desire for control to the promotion list and the Head Master's responsibility to the examination results. In other matters they assume no responsibility themselves and are surprised at such assumption by the Head Master. References to school discipline in the Press and on the platform are not always calculated to create a healthy public opinion in this matter.

Half-yearly reports on Secondary School pupils are sent to parents.

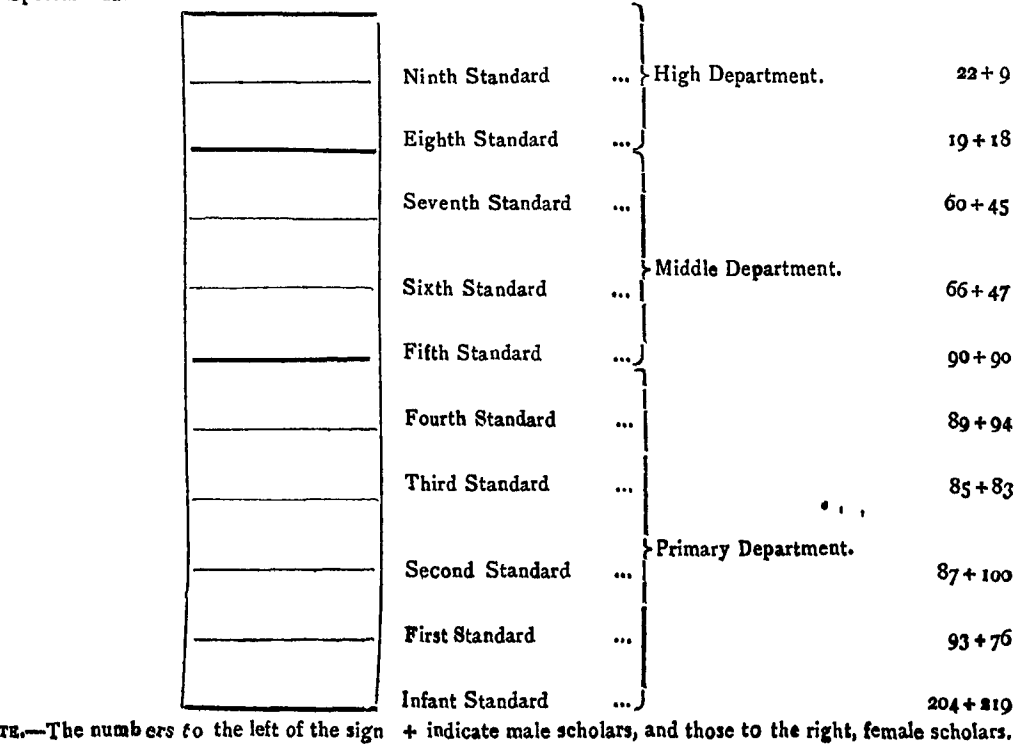
In Berar a few Anglo-Vernacular Middle Schools, notably those at Akola Town and Morsi, have instituted an "Open day" on which parents are invited to attend the prize giving, meet the School Committees, see specimens of work done by the boys and witness football matches. These days have been a great success where the experiment has been tried. Exhibitions of hand work done by the boys were warmly welcomed by parents.

STATEMENT SHOWING NUMBER OF PUPILS IN EACH CLASS.

NON-EUROPEAN SCHOOLS.



EUROPEAN SCHOOLS.



NOTE.—The numbers to the left of the sign + indicate male scholars, and those to the right, female scholars.

CHAPTER IV.

UNIVERSITY AND ARTS COLLEGES.

Central Provinces and Berar University

23. In 1914 a Committee was constituted to frame proposals for the establishment of a University for the Central Provinces and Berar. Prior to the constitution of the Committee the location and general character of the University had been carefully discussed and public opinion sounded. The Committee were instructed to frame a scheme "which shall provide for a University of the teaching type at Nagpur, or in its immediate neighbourhood, and for the affiliation to this central institution of Colleges situated in other places in the Central Provinces and Berar." The committee was constituted as follows:—

The Hon'ble Mr. A. I. Mayhew, B.A., Officiating Director of Public Instruction, Central Provinces, President.

The Hon'ble Mr. C. E. Low, C.I.E., B.A., I.C.S, Secretary to the Government of India in the Commerce and Industry Department, late Director of Agriculture, Central Provinces.

The Hon'ble Sir Bipin Krishna Bose, Kt., C.I.E., M.A., B.L., Nagpur.

The Hon'ble Rao Bahadur Ranganath Narsingha Mudholkar, C.I.E., B.A., LL.B., Amraoti.

The Hon'ble Mr. Moreshwar Rao Dixit, B.A., Barrister-at-law, Nagpur.

Revd. A. Robertson, M.B., C.M., Principal, Hislop College, Nagpur.

R. M. Spence, Esquire, M.A., Pricipal, Training College, Jubbulpore.

A. C. Sells, Esquire, M.A., Principal. Government College, Jubbulpore.

C. E. W. Jones, Esquire, M.A., Principal, Morris College, Nagpur, Secretary.

Nritya Gopal Bose, Esquire, M.A., B.L., Pleader, Narsinghpur.

M. Owen, Esquire, M.Sc., Principal, Victoria College of Science, Nagpur.

Khan Sahib Moulvi Abdul Qadir, B.A., LL.B., Pleader, Amraoti.

Rai Sahib Raghuvar Prasad Dvivedi, Esquire, B.A., Headmaster, Hitkarini High School, Jubbulpore.

Khan Bahadur Nizam-ud-din Ahmad, M.A., Inspector of Schools, Chhattisgarh Circle, Central Provinces.

The labours of the Committee began in July 1914, and their report was submitted to Government in May 1915. The report was published and circulated for criticism and, after due consideration of this criticism, final and definite proposals were submitted to the Government of India at the conclusion of the period under review.

The report deals exhaustively with the past, present and future of University education in these Provinces and it is unnecessary to repeat here the substance of what has been widely circulated and freely discussed.

Pending the final settlement of the University question, it has been necessary to postpone some obviously important measures, as for instance the provision of suitable buildings for the Victoria College of Science and the Hislop College. Meanwhile much has been done to meet the most urgent needs by substantial extension of accommodation and increase of staff. The need for more accommodation than can be supplied in our existing Colleges has been recognised by the elaboration of complete and final proposals for the establishment of a College teaching up to the B.A. and Science Intermediate at Amraoti in Berar. These proposals are now before the Government of India and meanwhile a site has been selected and plans are under preparation.

Though our geographical position no less than the rapid development of the Provinces demands a separate University, the controlling authorities of the Allahabad University have done their best to minimise the disadvantages arising out of our remoteness from the University centre and have always shown a wish to consider our representations and local circumstances. It has unfortunately been impossible for the Director to be a regular attendant at the Syndicate meetings. But relations have been friendly and University Inspectors of our institutions have on the whole been satisfied and in some cases much pleased with what they have found.

Arts Colleges and the College of Science. Statistics.

24. Though there has been no increase in the number of institutions the number of students has risen from 586 to 1,030. The percentage of increase though slightly less than for the preceding quinquennium is sufficiently marked.

To meet this increase and also for the general improvement of the institutions totally new buildings have been constructed for the Arts College, Jubbulpore, now named the Robertson College, minor improvements have been effected in the Morris College and the College of Science buildings, the staffs of the Robertson College, Morris College and College of Science have been strengthened by the addition of three members of the Indian Educational Service, seven of the Provincial Educational Service and one of the Subordinate Educational Service (Demonstrator), and the staff of the Hislop College has been substantially improved. There are now 9 Indian Educational Service, 26 Provincial Educational Service and 3 Subordinate Educational Service teachers in Government Colleges under the Education Department. The number of students per teacher in the two Government Arts Colleges is 18 against 19 in the preceding quinquennium. The position of Provincial Service members of the Collegiate staff was improved by the grant of personal allowances to senior members in 1913 and 1914 pending reorganisation of the service. In 1916 the Collegiate Provincial Service was reorganised in four grades from Rs. 150 to Rs. 500, but this is subject to such further changes as may be necessitated with reference to the recommendations of the Public Service Commission.

Despite the increased expenditure due to improvement and increase of staff the cost per student in all Colleges owing to the increase in their number has fallen from Rs. 214-10-0 to Rs. 191-2-1 and in Government Colleges from Rs. 286-13-5 to Rs. 269-11-5. Owing to the increase of students and the raising of fee rates from Rs. 6-4-0 to Rs. 7-8-0 (Government) and from Rs. 5-4-0 to Rs. 6-8-0 (Aided) there has been a decrease in the net cost to Management, the net cost to Government per student in Government Colleges falling from Rs. 216-5-0 to Rs. 201-2-8. While the total expenditure on Arts Colleges has risen by 80 per cent, the fee income has increased by 134 per cent. These figures are satisfactory in so far as they show—

(*a*) that additions to the staff have at least kept pace with the increase in strength, and

(*b*) that the additional expenditure involved by expansion and improvement has been more than covered by the enhanced fee income.

25. The total number of passes in the various examinations during the quinquennium under review and the preceding quinquennium is as follows :— **Academic results.**

	1906-07 to 1911-12.	Percentage of passes to number of candidates.	1912-13 to 1916-17.	Percentage of passes to number of candidates.
M. A. ...	4	44	12	50
M. Sc. ...	...	...	1	100
B. A. ...	143	40	324	42
B. Sc. ...	30	34	35	32
Intermediate ..	422	46	658	44

Though these percentages have in no year been distinctly below the University percentages and in some cases have exceeded them, they show only a slight advance in one examination on the preceding quinquennium and in the others there is a slight falling off. The disappointing character of these results has frequently been pointed out. It cannot be attributed wholly to the Secondary Schools in view of the severe sifting of the Matriculation Examination. But it certainly shows that the severity of that examination is by no means misplaced and any improvement in our schools that makes our students more competent to work for themselves and to follow and take notes from lectures given in English in the early stages of their College course will make itself felt in the examination results. But equally important is the introduction on a more generous scale of tutorial and library work. This has already been attempted in all our Colleges and the arrangements made in certain classes of the Robertson College have won the praise of the University Inspectors. The proportion of students to teachers will have to be substantially reduced before further progress can be assured. It is significant that the number of students per teacher

in the arrangements recommended for Colleges taking only Pass work in Arts by the University Committee is only 14 against the present number 18 in the Morris and Robertson Colleges.

New buildings of the Robertson College, Jubbulpore.

26. The provision of spacious buildings for class rooms, laboratory, hostel and staff quarters for the Robertson College, Jubbulpore, has been one of the most satisfactory achievements of the quinquennium. The buildings which accommodate 300 students and 200 hostel residents stand in open and healthy country with extensive and beautiful views at a distance of about $3\frac{1}{2}$ miles from the City. More than 150 acres have been acquired for the College. Owing to this remoteness the work of the College has continued undisturbed during a severe visitation of plague which closed every school in the town. The effect on the health and spirits of the students has been marked and a corporate feeling is arising out of the isolation and self-contained character of the buildings. The College has an electric power installation, water-supply and drainage system of its own and is fitted with electric lights and fans. A full-time Medical Officer is in charge of a dispensary and hospital and has already begun most valuable work in connection with medical inspection, recording of weights and the improvement of insanitary or mosquito-producing areas in the neighbourhood. A special building has been constructed for storage and sale of the stock of the Co-operative Supply Society that has recently been founded and is partially controlled by the students. The residence of the staff on the College premises is bringing all the members into close touch with the students, and three members of the staff known as Preceptors, have been invested with definite duties relating to the supervision and general guidance of groups of students, receiving in return the benefit of free quarters. The extension of the same system to the Morris College has now been proposed.

Provincialisation of the Morris College, Nagpur.

27. At the beginning of the quinquennium this College was maintained by a Committee from the Morris Memorial funds and the services of certain members of the Indian Educational Service were lent to the Committee. In 1915 the College was taken over by the Government and the Memorial funds previously devoted to the College are now set aside for the grant of scholarships in that College, for aiding secondary education under private management and for pensions to members of the staff prior to its provincialisation. Just before it was taken over a third Indian Educational Service man was lent to the College. Since its provincialisation the staff has been substantially improved by the addition of four Provincial Service posts.

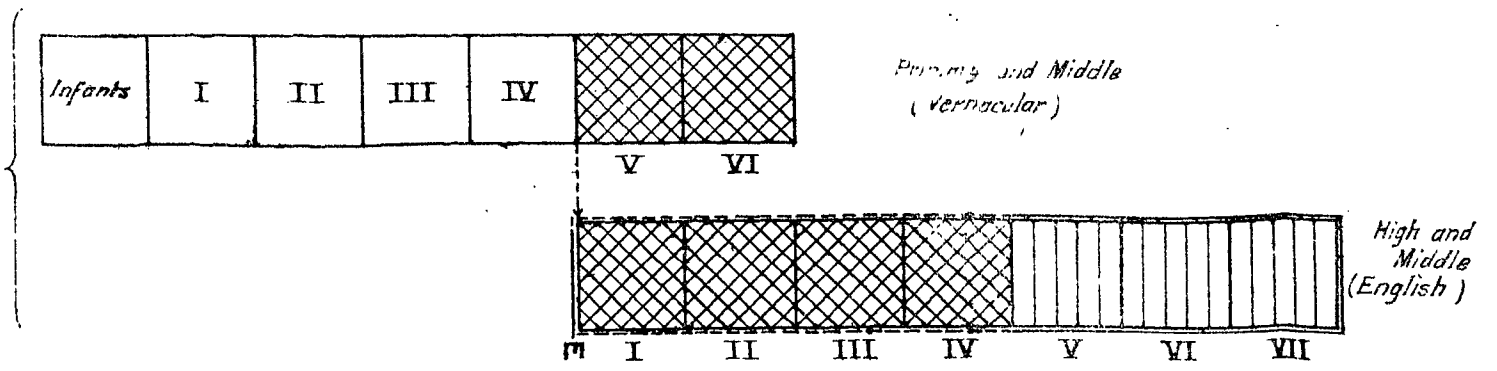
Victoria College of Science.

28. This College now takes all the Science students of the Morris College and Physics and Chemistry candidates for the B. Sc. and M. Sc. from the Hislop College. During the quinquennium it was affiliated for the D. Sc. courses of the Allahabad University. The figures in paragraph 25 show no marked increase in the number of candidates or passes in the B. Sc. As reasons for the unpopularity of the B. Sc. courses the Principal refers to the stiffness of the courses, the lack of openings for those who complete the course, and the natural disinclination of Indians for scientific studies. As a result of the unpopularity of the courses we find it most difficult to obtain Science teachers for our secondary schools. Further industrial development and a wider recognition of the industrial value of a scientific training must precede any large increase in the number of Science graduates. At present many Science graduates take to Law or seek refuge in a Government office. The College buildings, though outwardly imposing, are admittedly inadequate and unsuitable. Some additional rooms have been wrested from the Agricultural Department with whom the building is shared, but a totally new building cannot much longer be postponed and would by now have been completed but for its dependence on the University scheme. During the early part of the quinquennium good progress was made with the equipment of the College and the apparatus supplied is of a very high quality. Since the war began supplies have been obtained only slowly and with great difficulty.

Student life.

29. The Colleges continue to bring influence to bear on the student outside the class room by means of hostel life, games and societies. The Robertson and Morris Colleges now have Magazines. There is an annual inter-collegiate tournament in Nagpur which excites great interest and all Colleges play matches

DIAGRAM SHOWING THE SCHEME
of
SCHOOL CLASSES



REFERENCES.—

High Stage .....

Middle Stage .....

Primary Stage .....

English teaching begins ..... E

English used as a medium of instruction .....

English used as a medium of instruction in some subjects .....

Passage to English Schools ..... ⟶

There has been no change in classification during the quinquennium.

against other teams. Improvements have recently been made and further improvements are now contemplated in the supply of playing fields in Nagpur.

A new society which affords scope for useful work is the Co-operative Society for the helping of poor students in the Morris College. Hostel developments are mentioned in a separate section. The beneficial results of the new buildings at Jubbulpore have been described above. The importance of suitable self-contained buildings where staff and students can live together and come into frequent and close contact cannot be overrated, and pending the provision of such buildings the general life of the Morris and Hislop Colleges must be wanting in vitality. Meanwhile an English Professor is in charge of the Hislop College Hostel. Quarters are now being built for the Principal of the Morris College in the College compound and systematic efforts are being made to bring the staff into close touch with the students. It must, however, be admitted that in Nagpur political meetings and agitation, though not responsible for any grave breaches of discipline, have occupied the students' minds to a most undesirable extent. Political speakers have found in the students an audience easily moved by eloquence to sympathy and applause and students have obtained from the meetings that excitement and stimulus which adolescence demands. It has been found necessary to remind Principals of their responsibility for prohibiting attendance at such meetings as are likely to be harmful and participation in all forms of agitation. Such restrictive measures, though solely in the interests of students, are not in themselves sufficient, and I am sure that all Principals realise the supreme importance of substituting other interests and suggesting more suitable forms of activity. Our College staffs in Nagpur are at present working in difficult and unfavourable conditions. But Principals and Assistants here, no less than in Jubbulpore, are keenly conscious of their responsibilities. It is sometimes brought as a reproach against our Professors that they are not engaged in research work and make for themselves no academic name. Apart from the absence of facilities for such work in most cases, it may safely be said that under present conditions every member of a College staff requires every minute that he can spare from his class work for joining in and helping to make more effective the general life of the College.

CHAPTER V.

SECONDARY EDUCATION—BOYS (EUROPEAN SCHOOLS EXCLUDED).

Policy and quantitative results.

30. The development of Secondary Education during the quinquennium has been on the lines laid down in the last year of the preceding quinquennium. The Resolution of June 1911 imposed definite limits on the expansion of Government Schools, raised the fees in all schools, stopped all exemption from fees in Government Schools and limited them in other schools, increased the number of scholarships and systematised their distribution and award for merit, restricted the number of pupils in class and school, and invited and encouraged private and Municipal co-operation by a generous system of grant-in-aid. The expressed aim of the policy thus enunciated was to improve the quality of Secondary Education and to provide for its ultimate expansion beyond the restricted range of Government Schools. Simultaneously a scheme for the improvement of the position of Government Secondary School teachers was elaborated, and at the beginning of 1914-15 these teachers were placed, together with Deputy Inspectors and Normal School teachers, in the Subordinate Educational Service with pay and prospects considerably in advance of what had been offered previously. There has been no departure from this 1911 policy and extension in accordance therewith has been remarkably rapid. Additional Government High Schools have been established and with the exception of Drug, for which provision is made in the complete scheme, the programme of providing every District Headquarters with a Government High School or a school explicitly accepted as its equivalent (there are now two such under Mission management) has been completed. The provincialization of District Council Secondary Schools which is planned for the near future will complete the programme to which the Government is committed. The expansion of aided education has been even more marked, thanks to Municipal and private enterprise and a generous increase in the provision for grants-in-aid from Rs. 58,000 to Rs. 1,22,000. The provision for building and furniture grants has been doubled.

Aided Municipal High and Anglo-Vernacular Schools have increased by 1 and 19 respectively, and aided High and Anglo-Vernacular Schools under private management by 3 and 22. There are also 2 recognised but unaided High Schools under private management efficiently maintained by the generosity of Marwaris at Wardha and Bohras at Burhanpore. I hope they are the precursors of many more such institutions.

The number of pupils in the Anglo-Vernacular Middle stage has increased by 3,890 or 32 per cent and in the High stage by 1,934 or 65 per cent. In each case the percentage of increase exceeds that of the preceding quinquennium. The number of Matriculation candidates has grown by 50 per cent.

Financially also the development has been in accordance with the prescribed policy. It is satisfactory to note that while the average cost per pupil has risen in Government Schools from Rs. 32-1-1 to Rs. 41-0-5 and in all schools from Rs. 32-2-6 to Rs. 38-11-3, this increase in expenditure, which is necessitated by improvement in the pay of teachers, has been more than covered by increased fee income due to larger numbers and increased rates of fees which were raised at the close of last quinquennium to Re. 1 for Middle Department and Rs. 2-8-0 or Rs. 3 for High Department according to district. The net cost of each pupil to Government in Government Schools has fallen from Rs. 22-14-9 to Rs. 21-9-8. The net cost to Government in all schools is Rs. 13-7-0. The financial question of the immediate future is the desirability of a further increase of fees to ensure the further improvement of Secondary Education without additional expenditure from Provincial funds.

The scholarships policy carefully elaborated in 1911 with reference to expenditure and fee income has been closely followed, and with the exception of additional scholarships for the depressed classes and Muhammadans there has been no change in their rates, number or distribution. It has become clear, however, that higher rates should be given to boys residing in places without facilities for higher education, and proposals for effecting this and other changes of less importance are being considered. Scholarships for Middle School study are now awarded on the results of a separate examination similar in character to the High School Scholarships Examination introduced in the preceding quinquennium.

Buildings.

31. Good progress has been made with the accommodation and equipment of schools. The construction of ten school buildings, ten laboratories and eight hostels for Government High and Anglo-Vernacular Schools has been completed or begun and four hostels and nine school buildings have been substantially extended. For Anglo-Vernacular Schools under Board or private management seven school buildings and two hostels were constructed with the help of Provincial grants during the same period. For Government High Schools very little remains to be done, and within the next three years suitable provision will have been made for class rooms, laboratory and hostel for all such schools except the Patwardhan High School, Nagpur, which is waiting to step into the Morris College Building. The completion of the Government Anglo-Vernacular School building programme, exclusive of hostels for which a final programme has yet to be evolved, will not take much longer. We now have standard plans for High and Middle Schools, laboratory and hostel. Both Laboratory and Hostel plans have been revised of late and a double storied building is now in favour for hostels. Beauty has not yet been achieved, but ventilation and light have received attention, though these important problems require, and are receiving, further consideration. The class room accommodation provides 16 square feet floor space per pupil, and considerably more than the prescribed proportion of window space. The cost of a High School building is about Rs. 175 per pupil, according to the standard estimates, but the actual expenditure, owing to rise in cost of materials and labour, is almost always largely in excess of this. The equipment of Government Schools is satisfactory in regard to the bare essentials. There are few luxuries, and a larger supply of pictures would enlarge the very limited horizon of the pupils. Laboratory equipment made good progress under the care of the Inspector of Science until the war put difficulties in the way. We have now large orders awaiting shipment. In normal times we provided for practical work by all pupils in the High School classes. There are at present only two aided High Schools which have no matured schemes

for suitable accommodation. For aided Anglo-Vernacular Middle Schools very much still remains to be done, and it is doubtful whether even with the Government grant the necessary funds will be forthcoming in a large number of cases. The report on the equipment of Government Schools is generally applicable to aided schools.

Qualitative results.

32. The results of the policy which has been described above are not at present satisfactory. The increase in cost per pupil has facilitated some reforms, but has not yet justified a complacent attitude towards our Secondary Schools. Though examination results alone are not sufficient evidence the Matriculation results suggest what closer inspection verifies that the work of these schools is still appallingly bad and that in some respects there has been deterioration. In the first four years of the quinquennium the percentage of passes ranged from 38 to 42 and in the last year it fell to 28. The average for the preceding quinquennium was 38. The marked fall in 1916-17 may be attributed largely to plague which, in spite of the establishment of open-air camp schools, disorganised school work to an even greater extent than in previous years. The results generally and in each year have not fallen below those for the University as a whole, but they cannot on this account be condoned. They reveal radical defects and are giving rise to insoluble and undesirable problems.

Reasons for poor results.

33. The reasons, real and alleged, for these results can be classified as follows :—

(*a*) *The excessive size of the classes.*—This view was strongly upheld at a recent Council meeting by an experienced member of an aided School Committee. Our numbers are at present very strictly limited to 30 and 35 in Government and aided High School classes and 35 and 40 in Government and aided Middle School classes. Further restriction is perhaps desirable, but is certainly not practicable at present. The view, however, deserves noting as a counterblast to the frequent requests for enlarging our classes.

(*b*) *The number and qualifications of our teachers.*—In Government Schools, with very few exceptions (mainly in Muhammadan Schools), we employ exclusively graduates for the High Department and men who have passed at least the Matriculation or School Leaving Certification Examination for the Middle Department. Our sanctioned cadre provides for every High School a teacher for each class or section exclusive of a Headmaster, Science teacher, Second language teacher and Drawing teacher. For purposes of grant we accept the same staff in aided schools which, with the exception of some Municipal Schools and most of the Anglo-Vernacular Schools in Berar, are not decidedly below our level in this respect. The percentage of trained teachers is 24 against 11 in 1912-13. There has been a steady increase in the number of Secondary School teachers sent for training to the Jubbulpore Training College, except in the last year of the quinquennium when the number of graduate stipends was raised from 10 to 40 to meet the exigencies of the situation, the number of under-graduates being accordingly reduced. Though owing to rapid expansion the percentage of untrained teachers is still unduly high, it will be seen from the chapter on the training of teachers, that our programme for the next ten years has taken this into account. Meanwhile we have suffered from the rate of our expansion which in respect of teaching staff has been at the cost of efficiency. It cannot be too strongly emphasised that efficient expansion depends not merely on adequate funds but also on a sufficient supply of competent teachers. Much has been done during the quinquennium to improve the position of teachers. The average pay of teachers in Government Secondary Schools has been raised from Rs. 65 to Rs. 85. Under-graduate teachers rise in grades from Rs. 40 to Rs. 125 and graduate teachers rise on a time-scale from Rs. 60 to Rs. 125, while 40 posts of Rs. 150 rising to Rs. 250 are reserved for special merit. In aided schools the average pay has risen from Rs. 50 to Rs. 53, and this average

would be far higher if the aided schools in Berar, where the average is only Rs. 34, were left out of account. By liberal grants-in-aid towards reasonable incremental schemes and by refusal of grants for salaries below a prescribed minimum we have substantially raised the position of teachers in all aided High Schools and in many Anglo-Vernacular Schools. All teachers in Government and Municipal Schools are in pensionable service. In schools under private management only 45 out of 427 teachers look forward to pension or provident fund. Our provident fund scheme is held up pending orders of the Government of India. The recent raising of the Training College stipends from Rs. 15 to Rs. 30 and from Rs. 25 to Rs. 45 for under-graduates and graduates will make the period of training economically less formidable to teachers. In spite of these measures, and quite apart from the scarcity of trained teachers, we have the greatest difficulty in getting at present a sufficient number of eligible graduate teachers. Vacancies are left for long unfilled, resignations are frequent, and in the end it is sometimes necessary to take men who spend all their leisure in studying for law and regard their work in schools as a necessary but unpleasant mode of approaching the Bar room. It must be remembered that the number of graduate teachers in the last five years has grown from 178 to 314. During this period our total output of graduates (B. A. and B. Sc.) from our Colleges has been only 359. If the needs and attractions of Law and other professions and Departments are considered and if it is also remembered that we are now sending our graduate teachers in yearly batches of 40 to be trained, it will be obvious that we cannot always afford to be very particular in our selection of teachers and that we have often to put up with long delay in appointment and eventually with the appointment of the casual inexperienced graduate whose characteristics are thus summarised by the Inspector of Schools, Nagpur : " The untrained B. A. brings to his work a self-satisfaction rarely justified by his attainments. His teaching is frequently unintelligible to his class, superficial and generally confined to an incorrect precis of an inferior text-book. The methods of unintelligent cram by which he has pursued his College Course are writ large over his efforts to teach. His knowledge of English is imperfect and his pronunciation defective." It is specially difficult to get qualified teachers for Science and Urdu and Persian work.

Further improvement of pay and prospects, which can only be effected by raising the fee rates, might enlarge our field of recruitment. But if we are to compete with the Law and the more lucrative posts of the Revenue Department we shall end by placing Secondary Education beyond the means of any but the wealthy. Moreover at present the profession of teaching does not in itself appeal to the keenest Indian minds, and a conversion of public opinion on the dignity and value of a teacher's life is more necessary than increase of salary. Finally, even men with the highest qualifications and ability take time to learn their work, and the inexperienced teacher will always be an obstacle to rapid and efficient expansion.

(*c*) Unwise promotion from class to class accentuates the results of defective instruction, hampers the progress of each class by the dragging weight of inefficients and eventually clogs the Matriculation class with an evergrowing number of hopeless cases. Though promotions are subject to the regulation of Inspectors, whose references to the subject in their reports are pointed and vigorous, the fear of the parent and public opinion dominates, and the School Committee's support is either lacking or ineffective. A Headmaster recently assured an Inspector that a percentage of 15 fully justified promotion, and as I write a letter is handed to me in

which an influential and educated parent begs that if his son cannot be promoted in his present school he may at least be given a certificate which will secure such promotion in another school. Careful scrutiny of the periodical examination answer papers and marks reveal most horrible details, and the results of the High School Scholarship Examination show that few boys in addition to the Scholarship winners and not even all these are really fit for entry to High School classes. During the last five years the percentage of promotions from the Middle to the High classes has risen out of all proportion to any increase in efficiency. It has now been decided that this very grave evil must be checked by the institution of a searching and properly conducted uniform examination to regulate promotion at the conclusion of the Middle School course. This will replace the unpopular and ineffective admission test held by individual Headmasters where the candidates for entry exceed the vacant seats.

(*d*) *Inadequate direction and control.*—We have not enough strong Headmasters capable of infusing energy and enthusiasm in staff and pupils. Weak discipline is manifested not so much by outward and visible signs, though late marking of attendance and other distressing features are not lacking, as by lassitude and torpor and an absence of the "vital spark of heavenly flame." By selection of energetic and enterprising men from the junior grades and by their rapid promotion if successful to the Select Division the qualifications required for a Headmaster are being demonstrated. The first of our Indian Educational Service Headmasters has recently joined his post, and it will rest with him and others who will be appointed after the war to exemplify the the possibilities of these posts. The increase of Inspectors' Circles from five to seven, which has been sanctioned but delayed by the war, will also enable these officers to devote more time to actual inspection and purely pedagogic work and will raise the level of instruction. Meanwhile the appointment of a Science Inspector has certainly improved the Science work particularly in the Laboratories.

(*e*) The unsuitability of the curriculum has often been urged as a reason for failure. There has been no important change in our curriculum, which is still dominated by the Allahabad University, or in our School Leaving Certificate Examination, the defects of which were pointed out in the last Quinquennial Report. Reforms in this matter have awaited the establishment of our University. The most important question is that referred to by His Excellency the Viceroy at the recent Directors' Conference. We must either concentrate our attention more exclusively on English and simplify our curriculum or adopt more generally the Vernacular as our medium of instruction. Pending the settlement of this question the pupil's ignorance of English in the higher classes continues to be a most fruitful source of failure.

School boy life.

34. Other results of the past five years' development are more difficult to analyse. Extension of hostel life and discipline and encouragement of games have undoubtedly left their mark. The number of hostel residents has risen from 1,181 to 2,041. The League of Honour in Berar has emphasised new and most necessary ideals. The influence of the War has been extremely small. All these points are separately treated elsewhere. What impresses the careful observer most unfavourably is the limitation of the school horizon, the lack of suitable interests and the general dullness of school life. The school boy has few hobbies and is stung to alertness only by a reference to examinations or local politics. There is no re-action to the mention of Indian names renowned for industrial enterprise, administrative ability, scholarship or sport. But a reference to any well-known political leader seems to arouse in him the spirit of romance and adventure which is so natural to boyhood and is only awaiting absorption in a more appropriate sphere. Political excitement has led to no

marked breaches of discipline but has undoubtedly thrown too many boys off their balance and disturbed their work. In their interests it has been found necessary to enforce most strictly the existing prohibition of attendance at political meetings and to arouse the Headmaster's sense of responsibility by throwing on him the task of determining whether a boy may be allowed to attend any public meeting. The Deputy Commissioner of Yeotmal and the Inspector of Berar have shown us how the greyness of school and hostel life can be brightened by such simple devices as the encouragement of swimming, gardening and window boxes and the introduction of manual games such as Meccano and stereoscopic slides. It is on lines such as these that we must work and we must not be content with games and tournaments, excellent as they are, if we are to give to school life that variety and colour which boys demand and will find elsewhere if it is denied them at school.

The Commissioner of Berar puts in a strong plea for an alternative type of Secondary Education, less literary and more "real," adapted to commercial and industrial pursuits. Our present curriculum must be reformed and may perhaps be made more elastic. Provision for definite Manual training is necessary and is being planned. For an alternative type of school there is no demand. If efficient it would be no less expensive than our present type. What we want immediately is simplification rather than complexity and reform of our present system on the lines already laid down should precede any new departure.

The future.

35. The demand for Secondary Education shows no signs of slackening. Every year sees candidates for admission turned away. Statistics of candidates who fail to secure admission anywhere have not so far been procured. It is improbable that many who are really fit for Secondary Education fail at present to get it. But the problem of further expansion has to be faced and specially urgent is the problem of increasing our High Schools to meet the demands of those who surge onwards from the Anglo-Vernacular Middle Schools recently established and growing yearly in numbers. The elimination of the unfit by stricter promotion and of the aged by more general superannuation (11 per cent of our pupils are over 18 years of age and the percentage is increasing!) will improve the schools but not materially diminish the task of supply. The number of pupils that can be accommodated in each town served by a Government School is now known to the public and pains are taken to make it clear that further extension must be financed either by private endowment or increased fees. At present the ultimate efficiency of many of our existing aided Anglo-Vernacular Middle Schools is very far from being assured. Any large increase of Municipal expenditure on Secondary Education will be impossible if these Bodies attend properly to their Vernacular Schools. That fees can be raised without stopping the inrush is shown by the fact that 30 per cent of the pupils in Aided Anglo-Vernacular Middle Schools in Berar are paying more than the standard rates. But it is to private munificence that we must make our main appeal for extension of aided schools on approved lines. Even if this appeal is successful, two cautionary hints are necessary. Teachers do not grow on hedges and their production is not solely a matter of money. Managing Committees require in addition to funds an endowment of experience, energy and insight. Men as well as money must be consecrated to our Secondary Schools.

VERNACULAR MIDDLE SCHOOLS—BOYS.

General policy.

36. Though these schools are still classed for statistical purposes as secondary schools, they are in fact merely a continuation of Vernacular Education. Vernacular or Elementary Education which does not reach the VIth class which is the top class of these schools can hardly be considered a complete course of education. At present these schools are regarded mainly as a recruiting ground for Normal School—candidates for which must complete the Vernacular Middle course. During the quinquennium definite attempts have been made to improve the output of these schools by grants to Local Bodies for raising the pay of the teachers and by the selection for a further course of training of the most promising teachers in order that they may be well qualified for instructing these classes. With a view to increasing their strength and economising funds,

classes have been transferred from small centres where they have not been successful and some classes have been abolished. To a large number of schools hostels have been added on a humble scale and with very little expenditure from public funds. These hostels have been well attended by boys from outside villages.

Statistics.

37. As a result of this policy the number of Vernacular Middle Schools has fallen from 244 to 218. But there has been a most gratifying increase of 41·6 per cent in the number of pupils in the Vernacular Middle stage which is now 6,833. The Inspector of Schools, Berar, reports that the Marathi Middle Schools are showing considerable vitality and form a centre of educational thought and experiment. A similar report has been received from other centres regarding those schools which have been specially selected for improvement, and I have been greatly pleased with all such schools that I have seen. Boys and teachers seem to be proud of their schools and a corporate feeling has been established as a result of the steps taken for improvement. The cost per pupil in these schools has risen from Rs. 6-1-7 to Rs. 8-3-2.

The future.

38. Further development will follow the lines already laid down. In some Circles, particularly in Chhattisgarh, many of the schools are badly situated and their transfer from Municipalities and Tahsil Head-quarters would not merely raise the attendance but also relieve the strain on Anglo-Vernacular Middle Schools. There are signs that they are beginning to attract other persons besides prospective teachers, and changes in the curriculum which are under consideration may increase their attractiveness. The aided Anglo-Vernacular Middle Schools that have risen in Berar originated from the English Classes that were formerly attached to District Council Vernacular Schools and were maintained mainly from public subscriptions. It is still open to question whether a good many of the boys who are absorbed in these Anglo-Vernacular Schools could not have found what they wanted in an improved Vernacular Middle School Curriculum. I hope that before the close of the next five years the very large drop from 38,000 in the 4th or top Primary class to less than 4,000 in the 5th or 1st Vernacular Middle class will have been substantially reduced.

CHAPTER VI.

PRIMARY EDUCATION—BOYS.

General results.

39. In the first three years of the quinquennium expansion was comparatively rapid owing mainly to the stimulus of the Imperial grant and Durbar programme. The last two years witnessed a decided setback and the progress for the quinquennium as a whole shows no marked advance on the preceding period. For the improvement of primary education important schemes were formulated and approved, and some were carried into effect. Their fruits cannot yet be estimated. The growing discontent with the present condition indicates an advance in ideals and sounder educational views, particularly among Local Bodies and Deputy Commissioners, rather than any decline in efficiency.

Expansion of Primary Schools.

40. An increase of *712 schools and *50,513 pupils gives for the quinquennium a smaller percentage of increase in pupils than for the preceding period. The percentage of increase in schools shows a slight advance. This shows that schools are being extended to places where the demand for education is less marked. Analysis of the distribution of pupils among classes continues to yield the same distressing results as in 1912. More than half the pupils are in the Infant and 1st classes, and nearly three-quarters are in classes below the third. In the 4th class there has been an increase of only about 4,000 pupils, a smaller percentage of increase than in the last quinquennium. The number of candidates for the Primary Examination has risen from 21,196 to 29,691.

The check to expansion in the last two years of the quinquennium is attributed partly to the fact that the results of the Durbar and other Imperial grants had been completely manifested during the first three years. Though this statement requires some modification, it is obviously true that for the poor results of the last two years a financial explanation can be found. It is also true that plague and cholera, particularly in 1916-17, have affected school

* European School figures omitted throughout.

enrolment. And measures for improving schools such as restriction of numbers in the lower classes owing to lack of accommodation or teachers and removal of the names of habitual absentees must also be taken into account. The plea that economic conditions and in some places poor crops have been responsible is not acceptable. The connection between economic conditions and education is obscure, but it is certain that economic prosperty does not invariably create a demand for education nor fill the schools. A good return or high wages for juvenile labour often has the opposite effect.

Undoubtedly as more funds become available schools and pupils will grow and our 3,608 unprovided villages of over 500 will be reduced in number. The fact that Nagpur District is reported to have 24 unprovided villages of over 800 shows the urgent need for more funds. But under present conditions with a steady increase in funds the number of pupils per school and teacher is likely to grow steadily less, and the cost of education per pupil will grow. Our lower classes will become more and more swollen and the proportion of those who leave school before the State has got any return for its money will grow. The higher classes will continue to consist mainly of those who aim at secondary education and castes and classes that have a natural predilection for education. As has been well pointed out by the Commissioner of the Nerbudda Division, we have under present conditions reached the limits of profitable cultivation. If we are to continue extending the margin of cultivation and make clearings in the wilderness that will repay our labour and expense, there must be a radical change in our methods or the people's views. Nothing short of compulsory education or failing that a complete change in the public attitude towards education will give us good value for money devoted to expansion of primary education.

This view has found explicit expression in several reports and notes of Deputy Commissioners who have evidently pondered the matter well. It is implicit in much that is said in other reports. Again and again it is stated that at present the enrolment and attendance of most castes and classes depend on "the bullying of the Tahsildar and the touting of the Schoolmaster." Very much depends also on the attitude of the Deputy Commissioner who if strenuous and unyielding can raise and actually has raised in some cases through his Tahsildars the school enrolment by 50 per cent. But some Deputy Commissioners are most reluctant to exercise this power and to introduce compulsion without legislative authority. The position is certainly precarious and difficult, and in districts where other work is heavy the Deputy Commissioner's influence is rarely felt. I am quite sure that unless a great reformer arises to convert the masses and fill our schools we shall before long be forced, merely with a view to economise our funds, to adopt compulsory measures within defined areas. Within such areas education would of course be free. But without compulsion and under our present fee system nothing is to be gained by free education There has been only one demand for such a measure from a Local Body. The obvious reply to it is that our rules make it impossible for any one to be deprived of primary education on grounds of poverty. Those who can pay but have no use for education will not be converted by the remission of 12 annas a year.

In the absence of compulsory education there is a strong feeling among thoughtful and experienced persons that we should concentrate our funds on those places where we can ensure a good attendance throughout the classes and give up our "outpost" schools and work among those who do not appreciate our efforts. Intensive and improved cultivation where it will pay must replace the ploughing of the sand. The Chhattisgarh Commissioner advocates this policy and is opposed by the Nagpur Commissioner who regards it as a surrender of a position boldly occupied for many years with undoubted though only gradually visible results. We cannot, I think, surrender this outpost work and must continue to have both aims in view.

For the improvement of attendance some hold that more use can be made of the village Kotwar whose services are at present enlisted as a "paidagogos" or leader of children to school. In the absence of penalties and remuneration these services are indifferently performed and some District Officers who in

present circumstances find it hard to bring pressure to bear on him would like to see him tried as an Attendance Officer with definite duties and fees. In Seoni District peons have experimentally been appointed with these functions, but one or at the most two such persons for each tahsil cannot effect much. Other methods tried in this district have been the lavish bestowal of sanads on effective members of School Committees and changes in school hours. Our present rules make ample provision for "half-timers" and the closing of schools during the sowing and harvest seasons. In Berar the need for observing these important seasons has not apparently been felt. A controversy regarding the removal of habitual absentees' names from the school rolls illustrates the real position of Primary education. While the radical reformers urge this measure as a corrective of false impressions given by figures and as a penalty to slack parents, the more conservative urge that such a measure would be detrimental to attendance. An enrolled scholar is a potential attendant subject to the fear of the Tahsildar. Many parents implore the teachers to remove their children's names from the rolls.

Aided, Unaided and Indigenous Schools.

41. These schools form a very small part of our Primary school system. Their number has declined during the quinquennium. Though this decline is partly due to the inability of Missions to expand during the war, the absorption of indigenous and "venture" schools into Board schools and the difficulty of inducing many of the schools to send in returns, it is certain that a really widespread demand for education would show itself in a rapid growth of these schools. In Berar under an excellent system the District Boards by small grants support the more promising indigenous schools until they are ready to be converted into Board schools and 131 such schools are now in receipt of aid. The system is being tried elsewhere and 208 indigenous schools were converted into Board schools during the quinquennium. In Banda Tahsil of Saugor the Tahsildar has successfully encouraged such trial schools. If carefully watched, they are a valuable index of the demand for education in various areas and a means of estimating the claims of various localities.

Night Schools.

42. Night schools have been developed in Yeotmal District where 32 such schools attract 515 pupils and in one or two Municipalities. Unfortunately not all these pupils are adult members of the labouring classes and the schools are taught by Board school teachers who receive additional pay for the work. Further extension and improvement of day schools must precede the useful development of this class of school.

Factory Schools.

43. For the general education of children employed in factories five schools were maintained at the close of the quinquennium at Nagpur, Jubbulpore and Hinganghat. Of these two were maintained by a Municipality and three by Government with the help of the Municipality and the factory owners. The schools are just outside the factory gates and the factory owners give bonuses for school attendance. It will probably be necessary to concentrate the bonuses on those who complete the 4th class course in order to get the full value out of these schools. But of 1,577 children employed in the factories to which the schools are attached only 623 are enrolled in the schools. Further development of such schools has already been planned and in part sanctioned. In Balaghat District the mine owners of the Katangjhiri area have provided at their own cost a building for a school attended by the children of employees. I hope that this good example will be fruitful in other parts of the Province.

Improvement of Primary Schools. Readers and Curriculum.

44. Though the villager does not devote much thought to the curriculum and would not be attracted by any improvements wrought therein, he is a shrewd observer of the results of education. Attendance will improve if our school product is found a more valuable asset in village life. For this reason the recent revision of the departmental vernacular readers is an important measure. The general lines of revision were laid down at an Inspectors' Conference after public opinion in the subject had been elicited. For the preparation of the readers Mr. Spence was placed on special duty and with the help of two Committees and his Training College staff he has produced Hindi and Marathi readers which from the linguistic and literary standpoint are far superior to the old readers and more likely to appeal to the parents. They have been published by the Oxford University Press and the illustrations, get-up and general appearance

of the books are worthy of that firm's reputation. It is hoped that the "literary" readers will be followed up by a reader intended to give the higher classes such general information as is not contained in the subjects of the curriculum and is likely to stimulate and interest an agricultural population. For its production the help of the Agricultural Department has been secured.

The general lines of the revision of the curriculum have also been determined and the Training College staff has set to work to recast some of the syllabuses with a view to making them more simple, useful and attractive to villagers. It is now generally accepted that definite agricultural instruction should not be included in the curriculum. But we are continuing our efforts to give more of an agriculturalist basis to our work and to make our school gardens a more vital part of the course by the development of Nature Study in the Normal Schools. The Nature Study course has been revised and we have secured for the Normal School staff some graduates from Agricultural Colleges, mainly from Poona. We are now arranging to lend some teachers to the Agricultural Department for work in their Farm Schools and shall use such teachers and others who may be trained by that Department for pushing on this work. Similarly we are trying to qualify our Normal School staff by courses of professional lectures in Hygiene and First Aid to give such instruction to the students as may profitably be handed on to their pupils and the villagers. From District Council and departmental funds slides and magic lanterns are given to Deputy Inspectors for village school work. On these lines we are trying to make the advantages of schools more obvious to villagers. There is no indication in any quarter that the inclusion of English in the curriculum would make Primary Schools more popular.

Examination results.

45. The new readers and the popularising of the curriculum referred to in the preceding paragraph may be reckoned among the measures for improvement which are now urgently demanded by most District Councils and Deputy Commissioners. The Deputy Commissioner of Raipur stands almost alone in urging extension irrespective of improvement. Most officers and bodies responsible for Primary Education would be content to forego all extension till we have got something worth extending. The Commissioner of Chhattisgarh says that what is given is wasted on 50 per cent of our pupils. The Primary Examination results* which are given marginally for the quinquennium show a very slight improvement not sufficient to stem the chorus of disapproval. In deciding to earmark for improvement measures half of such Provincial and Imperial funds as are available for Vernacular Education we have certainly recognised the force of the cry for improvement.

*Percentage of successful candidates.

1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
63·2	63·3	62·4	64·8	64·9	63·6

Proportion of teachers to pupils.

46. The number of pupils per teacher has been reduced during the quinquennium from 35 to 30. This number cannot be considered excessive. Unfortunately the figures hide the fact that the lower classes are overcrowded and understaffed. In the upper classes the number of pupils per teacher is generally small but it is usual to find 2 or 3 classes taught by one teacher. Consequently a very heavy bill has been presented by District Councils for increasing the staff in respect of existing numbers. Before meeting this bill in full by grants efforts will be made to reduce the demands by restriction of numbers in the lower classes and concentration of boys in the higher classes. Unfortunately boys who after the 2nd class are asked to migrate to a school a mile or more distant usually seize the excuse for concluding their studies. Economic distribution of staff and good results await compulsory education. When this comes the teacher will no longer spend the first school hour as an Attendance Officer and the average attendance will rise above 71 per cent, at which figure it has remained practically stationary for the quinquennium. I am often surprised that the results are as good as they are.

Training and pay of teachers.

47. The proportion of trained teachers has risen from 29 per cent to 32 per cent and the sanctioned scheme for Normal Schools will substantially increase this percentage. The scheme is described in a separate chapter, but it should be noted here that it raises the standard of admission and lengthens the period of training. During the next quinquennium the fruits of this policy will be seen

in the schools. The position of District Council teachers has been most radically improved by making all certificated teachers pensionable from 1st April 1914. This involves a minimum salary of Rs. 11. For uncertificated teachers all posts of less than Rs. 8 have been raised to Rs. 8 by Imperial grants. To grants given for the creation of new posts the condition is always attached that they must be pensionable and include posts in the higher grades. In each division an average cadre pay ranging from Rs. 15 to Rs. 19 has been fixed as a standard for early attainment. To reach this standard an expenditure of over 3½ lakhs is required and towards this expenditure grants are being sanctioned. It must always be remembered that many village teachers receive substantial addition to their pay in the shape of allowances for Post Office, Cattle Pound, Sanitation and Cattle registration work. For the first ietm allowances range from Rs. 3 to Rs. 6 and for the second from Rs. 2 to Rs. 3-8-0. This work is not welcomed either by inspecting officers or teachers but we have not yet reached a stage when the allowance can be ignored. Municipal teachers with heavier rents and without these allowances are worse off. The cost of raising their average pay on the same lines as the District Council averages has been estimated and included in a general scheme for the improvement of Municipal Education for which Provincial grants have recently been increased.

The average pay of Primary School teachers in Government, District Council, Municipal and Aided Schools has risen from 14, 11·2, 13·1 and 9·8 to 20, 12·2, 14·5 and 10·4. It must be remembered that higher posts in Vernacular Middle Schools are also open to all trained men. All posts in Government and Board Service of over Rs. 10 are now pensionable. In Aided Schools only 40 out of 1,307 teachers enjoy pension or provident fund.

48. During the quinquennium 18 lakhs have been spent by District Councils on improvement of school buildings and over 5½ lakhs by Municipalities. Towards this expenditure grants of 5·13 and 2·41 respectively have been paid from Imperial and Provincial Funds. The total is more than double the amount spent in the preceding quinquennium. The arrears though substantially reduced are still heavy. Six hundred and nine Board Schools have no buildings of their own and 292 require extension. It is now recognised in the distribution of grants that the need is more urgent in large towns than in villages and that measures must be devised to secure a more economic use of funds before any more large sums are given to District Councils. The last grant was given on the understanding that the cost of building per pupil should not exceed Rs. 20. As a matter of fact the cost has ranged from Rs. 10 to Rs. 45, and in comparatively few cases has been below Rs. 20. The work as a rule has been done by contractors working under the Local Fund Engineering Department, and the reports on the results have been most discouraging. There has also been serious delay in many districts. Money in some cases has been thrown away on useless objects. Two cases have come to my notice of funds sufficient for a large building having been used for the erection of a masonry compound wall where at the most a bamboo fence would have sufficed. We now propose in the case of small village schools to issue general instructions of a definite nature regarding the amount of windows and floor space and to leave the plan and choice of materials to the local authorities subject to these regulations and a maximum cost of Rs. 10 per pupil. Plans and estimates involving the use of kutcha materials have been prepared and involve a cost of Rs. 5 to Rs. 8 per pupil. It will be suggested that the malguzar or leading villagers shall be made responsible for the work. If they build and keep in repair their own houses, they can do the same for the village school and use the same kind of materials. Experimental efforts made on these lines have given encouraging results. In large Municipalities where sites are expensive and difficult to get we are recommending upper storied buildings and concentration of schools. In some districts—notably in Wardha—determined efforts have been made to make the villagers contribute to the cost of buildings. Such contribution may be a useful way of deciding between the claims of various localities but cannot universally be enforced if we are to create as well as supply a demand for education. Gardens continue to adorn most schools where water is easily obtainable. They increase the amenities of school life and indirectly have some influence on the boys. For direct influence on mind and body we must await the results of Nature Study in the Normal Schools.

Buildings.

Games.

49. Games are beginning to have a most beneficial influence particularly in the Berar and Jubbulpore Circles where much has been done to stimulate and organise hockey and football and where Primary Schools are prominent in local tournaments. Hockey is particularly popular and expense is avoided by the use of home-made sticks and balls cut out of bamboo roots. The advance of a primary school in massed formation on the ball is full of vitality and the joy of life. Swimming and other sports are being encouraged in Berar. I should be sorry to see this development of games and sports checked by the criticism which has been made that they make boys less ready to face the dull drudgery of agricultural life. Games are beginning to add an interest and zest to village life. The Deshi Kasrat which is the more formal side of the physical training is far less successful. The exercises tend to become mechanical and the teachers do not realise the importance of concentrating attention on each movement.

Libraries.

50. Village school libraries have been further developed. Some circulate from school to school and most are open to the village as well as to the school. Many District Councils give generous grants for this purpose and lists of suitable library books have been published and are now being supplemented. As pointed out in 1912 there is no better way of checking the lapse into illiteracy. Our graduates should do more for the production of suitable vernacular literature.

The financial position.

51. The cost per pupil has risen from Rs. 4-8-8 per pupil to Rs. 5-3-10 and direct expenditure has risen 44 per cent. On the other hand it is now only 40 per cent of total direct expenditure against 44 per cent in 1911-12, and this percentage requires careful watching. The total Provincial and Imperial grants to Local Bodies for education were 11·58 in 1916-17 against 5·91 in 1911-12. Of the 1916-17 grant 9·42 was a recurring grant and about Rs. 49,000 represented expenditure on Municipal Anglo-Vernacular Schools. These amounts for 1911-12 cannot be disentangled but approximately the increase in Provincial and Imperial grants for Vernacular Education was 5·50. In the Central Provinces District Councils are reported to have spent already more than they can afford on education, but the power to levy special cesses for which legislation is contemplated will set free additional funds which are obtained at present only from or through Provincial funds. In Berar power has recently been given to double the educational cess and impose a further cess on non-agriculturalists. These special cesses will necessitate reconsideration of the mode of distributing Provincial and Imperial grants which was elaborated during the quinquennium. At present we consider actual needs as represented by estimates in the case of improvements and the number of schoolless children in the case of expansion. We shall now have to consider as well the willingness of areas to raise special funds. This has already been recognised in our grants to Municipalities where, as a result of a careful survey, the grant has been made proportionate to the expenditure in excess of a prescribed minimum. There is now no danger of District Councils diverting money from primary to secondary education as secondary schools have finally been removed from their field of action. The danger is constant in Municipalities, and in the absence of compulsory education is very difficult for the Deputy Commissioners to decide whether they can or cannot afford money for secondary schools.

The future.

52. Speaking generally I consider the prospects for the further improvement of Primary Education are encouraging and primary schools even in their present condition are performing their functions with more success than can be attributed to Secondary Schools. For their expansion on economic lines measures beyond the scope of this Department are required.

CHAPTER VII.

PROFESSIONAL COLLEGES AND SCHOOLS.

Professional Colleges and Schools.

53. The Law Classes which prepare graduates for the Law Examinations of the Allahabad University and have been maintained by Government since the provincialisation of that College continue to be held in the Morris College. They are taught by members of the local Bar and are largely attended by those who are following at the same time other pursuits, the class hours being arranged accordingly. The University Committee has condemned the whole system, and

the Univeristy proposals now before the Government of India make the Department of Law an integral part of the University with an academic status and educational value greatly in advance of what can now be claimed. The number of Law students has risen from 77 to 130, and 200 students passed the final Law Examination during the quinquennium, the percentage of passes being 57. The maintenance of the classes is actually a source of revenue to Government. The Training College is separately dealt with in the chapter on the training of teachers. The figures for the Agricultural College, Medical School and School of Forestry are included in the statistical tables, but the institutions are controlled by the Departments concerned.

The following scholarships are offered for medical studies :—

Institution in which held.	Value.	Annual number.	Total awarded during quinquennium.
	Rs.		Rs.
Medical School, Nagpur.	10 to 12	13	40
Any Medical College	10 or 15	2	10
For post-graduate work—any Medical College ..	14 or 20	1	5
Female Medical* probationers—any school ...	5	6	*Nil.*
Female Medical School, Agra ...	10	1	1
Special scholarships for Dai Classes*—any school ..	1 to 3	60	52 (First awarded in 1915-16.)
Midwifery—Dufferin Hospital Training Classes ...	8 and 12	2	*Nil.* (Awarded from 1st April 1917.)

* See reference to these under Female Education.

One Veterinary scholarship of Rs. 16 is offered annually for study in the Veterinary College at Bombay or Calcutta.

The Department of Agriculture awards annually 10 scholarships of Rs. 6 to pupils of Agricultural Classes studying in High Schools with a view to their subsequent admission to the Agricultural College where 5 scholarships of Rs. 10 are annually awarded. This expenditure is met from a Government of India grant for Technical Education, a portion of which was placed at the disposal of the Department of Agriculture.

CHAPTER VIII.

TECHNICAL AND INDUSTRIAL EDUCATION.

Engineering School, Nagpur.

54. The chief event of the quinquennium has been the establishment of the Government Engineering School, Nagpur, in July 1914. The School is attached to the College of Science, and the following account is taken almost *verbatim* from the very interesting report of Mr. Owen who was in charge of the College and School during the first three years of the School's existence.

There are three departments of the School—

(I) Civil Engineering, which trains students up to the Overseer and Sub-Overseer standards of the Public Works Department.

(II) Mechanical Engineering, in which students are trained for the Second Class Boiler Certificate Examination.

(III) Automobile. This department contains 2 classes—

(*a*) Two months' course, in which students are taught to drive a car and execute minor repairs.

(*b*) Four years' course, which turns out men who are really capable chauffeurs and drivers.

Great importance is attached to the practical side of their training. More than half the time of each student is occupied in the Workshops, surveying, practical building, etc. In addition, Civil Engineers spend six months of their time with the Public Works Department, *i. e.*, three months in the Irrigation and three months in the Buildings and Roads Branch.

They are put in charge of an Executive Engineer, and trained in the work which is required of them after leaving the School. They keep a diary on a proper form and take notes on work. These are sent monthly to the Principal. The Executive Engineer on another printed form sends his opinion of the work done by the student in each month. The Mechanical Engineers proceed for nine months to a mill or factory where they are entirely under the Manager's direction, and work under conditions resembling those of an apprentice. The Manager sends in a monthly report, as above, of the work done. The courses for the motor-mechanics and motor-drivers are carried out almost entirely in the Workshops.

Preliminary steps were taken in 1916-17 for starting a six months' course for oil-engine-drivers. Owing to lack of funds, however, this project has been dropped for the persent.

I.—Civil and Mechanical Engineering Departments.

The average number on the rolls during each session was—

1914-15	...	...	... 14·4
1915-16	...	...	... 25
1916-17	...	...	... 35·4

The maximum number admitted to each class is 10. This is limited by the Workshop accommodation. Thus the total number of students which we can take is 70. Civil Engineering students are prepared for the Sub-Overseer and Overseer Examinations and Mechanical Engineering for the Boiler Certificate Examination. But their course is not limited by this examination.

For the Mechanical Engineering Department the number of applications has exceeded the number of vacancies.

II.—Automobile Department.

This Department was inaugurated in November 1914 and a motor-shed was built near the Workhops for the purpose of taking in motor-cars for repairs. The object of this was twofold—

To supply a long-felt want of a motor repairs shop in Nagpur, especially as Government officers were buying motor-cars for touring purposes at an increasing rate. In order not to interfere with private firms in Nagpur all our material, which for the last three years amounted to about Rs. 15,000 roughly, has been bought through them.

To train students as motor-mechanics and motor-drivers. This is by far the more important reason for founding the Department, and our policy up to date has been to take in only such repair work as will give experience to the students and leave the staff time for instructional work. As mentioned in paragraph 2, there are two distinct courses. The number on the rolls during the quinquennim has been—

(*a*) *Motor-drivers' Course.*

	No. on rolls.
1914-15	8
1915-16	25
1916-17	19

The reason for the decrease last year is that the two school cars were being continually laid up for repairs, so that it took us a longer time to push the students through their course. A certificate is given to every man who successfully passes this course. Up to the present the number of certificates awarded is 20.

(*b*) *Motor-mechanics' Course.*

The number in this course is limited to four per annum. The numbers in each year at present are—

1st year	4
2nd year	3
3rd year	2

A well-thought-out course has been provided for these men, details of which may be seen in the Prospectus. The danger with the class of men which is attracted to the course by the prospect of a scholarship is that they leave us as soon as they have picked up the rudiments of motoring, as they can always command a wage of Rs. 40—50 per mensem. This accounts for the decrease in the 2nd and 3rd years.

Both of the motor classes are extremely popular with Indians, so much so that the number of applications for admittance far exceeds the number of vacancies. Each student in class (*a*) has to pay a fee of Rs. 25 for the course. Every passed student has succeeded in obtaining employment. In 1915-16 the body of an armoured car designed by Mr. Green was built for the Nagpur Volunteer Rifles and in 1916-17 a maxim gun trailer.

When the School opened in July 1914, the following buildings were ready for occupation :—

(1) Hostel.
(2) Bungalow for European Superintendent of Workshops.
(3) Carpenter's Shop.
(4) Machine Shop.
(5) Oil-engine-house.
(6) Smithy.
(7) Store-room.

The lecture rooms are situated in the College of Science so as to enable the students to use the College of Science Laboratories. As the College is two miles away from the Workshops, plans and estimates have been prepared for lecture rooms and laboratories in the Workshop compound and the work will start next year.

The following new buildings have been added to the Workshops:—

1914-15	...	Motor-shed.
1915-16	...	Extension to motor-shed. Servants' quarters and sweepers' hut. Office. Extension to Superintendent's bungalow.
1916-17	...	Power-house. Maistries' quarters for power-house. New store-room.

In addition, the foundation of a new machine shop has been dug and electric light has been installed in the hostel. About Rs. 51,000 have been spent on equipment.

It is unfortunate that the war broke out a month after the school opened. Purchase of machinery of any kind has become a most difficult matter, and some machines, of which we are greatly in need, cannot be supplied.

In 1916-17 the old Secretariat steam engine, boiler and electric power plant was transferred to the Engineering School. We are now thus able to train our Mechanical Engineering students on engine and boiler testing. The power derived will be utilised in driving the new machine shop.

The staff consists of the College of Science staff (for pure Science), a Superintendent of Workshops, Mr. Green, who has had special experience in motor and engineering works in Scotland which he is turning to excellent account, three Civil Engineering Assistants of whom one ranks with an Assistant Engineer in the Public Works Department, a Mechanical Engineering Assistant, a motor-mechanic, fitter, engine-driver, fireman, store-keeper and Maistries.

Six scholarships are awarded annually for Civil Engineering students and eight scholarships for Mechanical Engineering, in addition to two Nagpur Volunteer Rifle scholarships. Four stipends are awarded to motor-mechanics.

In 1916-17 a Board of Control of the Civil Engineering Department was established, consisting of the Chief Engineer, Irrigation Branch, the Director of Public Instruction, and the Principal, who acts as Secretary. The object of the Board is to control the final examinations of Overseers and Sub-Overseers, appoint external examiners, and issue certificates to successful candidates. In the first examination held in March 1917 all candidates passed.

A Board with similar but rather wider advisory duties has now been established for the Mechanical Engineering Department and consists solely of professional Engineers. Our object is to keep in touch with the employers for whom we cater.

In the hostel under the supervision of the Workshop Superintendent and one Assistant 27 students reside. The students take a creditable part in inter-school and college games.

Berar Technical Institute.

55. The Berar Victoria Memorial Technical Institute was opened in 1909 by the Berar Victoria Technical and Industrial Society and is controlled by a Governing Body consisting of the Commissioner and Inspector of Schools, Berar, the Executive Engineer, East Berar Division, and six nominees of the Hon'ble the Chief Commissioner, Berar Municipalities and members of the Society. One of the nominees is an experienced Engineer in the employ of Messrs. Ralli Brothers. It is maintained from investments of the Society which include Rs 53,600 in Government Promissory Notes, from a Government recurring grant of Rs. 11,360 and a recurring grant of Rs. 1,500 from Berar Municipalities.

The Upper Department provides a three years' course in Mechanical Engineering for the 2nd class certificate under the Central Provinces Boilers Act. Nine scholarships are offered. The entrance qualifications are the 6th English Class. Though in the first year of the Institute the number rose to 23, the total number of those who completed the course during the quinquennium is only 27, of whom 17 obtained certificates. Of those who completed the course all but one are now engaged in Engineering work and drawing salaries of Rs. 40 to Rs. 100. Rao Bahadur Mudholkar, Honorary Secretary, in referring to the small output says:—"This may mainly be attributed to the fact that the students wishing to join this Institute came to know that the three years' certificate granted by the Institute enabled them to appear only for the Boiler Act Examination at Nagpur, but did not serve as a qualification for appearing for the Bombay examination. The certificate granted by the Nagpur Board is not recognised in the Bombay Presidency, while the Central Provinces Administration recognises the certificate granted by the Bombay Board. This anomaly narrowed the field of the students and they preferred to go to Bombay for instruction rather than to join this Institute. It is curious that while the Bombay Board does not accept the certificate of three years' instruction in the Institute, it allows an apprentice from a mill or a factory in Central Provinces or Berar to appear for its examination, provided he produces a certificate stating that he was for three years an apprentice in a mill or a factory. Another disadvantage under which this Institute laboured was that while the holders of Government Technical scholarships could join the Bombay Victoria Jubilee Technical Institute, or the College of Science at Poona or the Kala Bhuvan at Baroda, they could not join this Institute. These drawbacks have had a considerable effect on the entries to this Institute. The Governing Body has moved in the direction of obtaining a rectification of these anomalies, and it is hoped that when they are removed a larger number of students would join this Institute."

The Lower Department provides industrial training in carpentry, smithy, fitting and turning for those who have completed the 3rd Vernacular Class course. An oil-engine-drivers' class has also been started. There are 20 scholarships and during the period the strength rose from 6 to 23. The special carpentry class under Government control attached to the School this year is referred to below.

The Superintendent of the Institute holds a 1st class Mechanical Engineering certificate and has three Assistants and four Maistries working under him. The staff enjoys the benefit of a Provident Fund.

The main building of the Institute is a fine and spacious structure. The Institute is equipped with a good laboratory and a fairly well furnished library containing about 800 books and periodicals giving up-to-date information about Mechanical Engineering and other allied subjects. The Workshop is well fitted with steam and oil engines, boiler, lathes, planing, shaping and slotting machines, and such like equipments calculated to give training of a high class in metal working and carpentry.

As the students of the Institute after completing their course are generally employed in a ginning factory, two gins are being erected to give them practical experience about the most efficient way of their management.

With a view to train the students in accurate work and to acquaint them with the making of parts of engines and other machinery, the Institute undertakes to replace and repair broken parts of such machines, and it is satisfactory to note that many factory owners are taking advantage of this facility by placing orders for the preparation and repairs of parts of machines used in ordinary factories.

During the quinquennium under report lectures on "First Aid" were delivered one year. Those lectures did immense good to the students who attended as this kind of training is very useful to the Mechnical Engineering students who are frequently exposed to accidents. It is intended to revive these courses.

Industrial Education.

56. This is now mainly controlled by the Director of Industries, but figures relating to Industrial Schools are included in our tables. The Mochi School was established in Nagpur in 1912 and the School of Handicrafts in 1913. These successful institutions were described in the 1915-16 report. A carpentry school was established at Saugor in 1916 in co-operation with the local Mission which supplies workshops and materials while the Industries Department supplies instructors trained in the School of Handicrafts and scholarships. Similar institutions have since been established at Dhamtari in connection with the local Mission and at Amraoti in connection with the Berar Technical Institute. Towards the expansion of these Industrial Schools an allotment of Rs. 3,000 from the Government of India grant for Technical Education was placed at the disposal of the Department of Industries. The Friends' Mission Industrial School at Rasulia was closed at the end of the quinquennium owing to the exhaustion of the supply of famine orphans for whose benefit the School was maintained. Of the few remaining Industrial Schools under Mission management those catering for girls are separately mentioned under Female Education, while the rest require no separate mention. A Weaving Class is maintained at Raipur by the Local Bodies of the Chhattisgarh Division. The course extends over four months only, and is for weavers' sons only. Each candidate gets a scholarship of Rs. 7 per mensem. During the quinquennium the Class turned out eight trained men.

State Technical scholarships.

57. Of seven scholarshipholders between the years 1905 and 1912 satisfactory reports have been received during the quinquennium regarding their useful and remunerative employment in work connected with their field of study in England. [Mining (3), Practical Chemistry, Tanning, Textile Industries and Manufacture of Oils.] Of two such scholarshipholders—Mining and Textile Industries—enquiries have produced no information. Only two scholarships were awarded during the quinquennium. One holder who was sent for Electrical Engineering work in 1912-13 returned to India in February 1917 and had obtained no work by the close of 1916-17. The other was selected in 1914-15 for Mining, but could not be sent owing to the war and was given nine months' training in India Subsequent information is not yet forthcoming regarding him.

Other scholarships for Technical Education. (Government Engineering School, Nagpur, excluded.)

58. The following scholarships are offered annually by Government :—

Place of study.	Monthly value.	Annual number.	Number awarded during the quinquennium.
	Rs.		
Any Engineering College for Intermediate passed students.	10 or 15	2	2
Advanced classes of Roorkee College for graduates ...	40	1	5
Upper Subordinate Class {Roorkee / Sibpur / Poona} for graduates ...	20	1	5
Mining Scholarships	20 or 30	3	*Nil.*
For technical classes in Victoria Technical Institute, Bombay.	25 to 35	3	7

Drawing.

59. There is no School of Arts in the Province. Candidates are prepared in our schools for the courses of Drawing for the Allahabad Matriculation Examination and for the Bombay School of Art examinations. In 1914-15 the award of prizes to successful candidates and bonuses to successful teachers in the latter examinations was stopped and some of the money thus saved was devoted to stipends for the training of teachers in the Bombay School of Art and increasing the number of scholarships to advanced students in that School. Proposals were also made for the creation of a post of Inspector of Drawing who should reorganise as well as inspect all arrangements for Drawing in the Province. Final orders await the conclusion of the war:—

Scholarships for Art.

Institution.	Value.	Annual No.	No. awarded in quinquennium.
	Rs. a. p.		
Bombay School of Art	8 or 12	1	*Nil.*
	25 to 35	2	2 (first awarded in 1915-16.)

Commerce.

60. There is no School of Commerce, but a scholarship of Rs. 25 for study in the Sydenham College of Commerce, Bombay, was awarded in 1915-16.

Manual Training.

61. A scheme for training instructors in this subject, for employment mainly in Secondary Schools, was under preparation during the quinquennium but has not yet matured. Its urgent necessity has been admitted. Meanwhile, humble but most successful efforts have been made to induce pupils in some of the Berar Schools to spend their leisure time in rough and ready hand work and I saw a most successful exhibition of such work recently in the Akola Town Anglo-Vernacular School.

CHAPTER IX.

TRAINING OF TEACHERS (BOYS' SCHOOLS).

Anglo-Vernacular School teachers.

The Training College.

62. The Jubbulpore Training College, which was opened in 1911-12, prepares graduates in a one year's course for the L. T. Examination of the Allahabad University and undergraduates (Matriculates or Intermediates) for the diploma granted on the results of a College examination at the conclusion of a two years' course. During the quinquennium 50 students qualified for the L. T. degree and 111 for the College diploma. The L. T. results for the first four years were excellent, only 7 candidates out of 38 failing to secure the degree. In 1916-17 the results were disappointing, only 19 out of 38 succeeding, but not below the University level. These results may have been partly due to the very large increase in the number of the class, but it is significant that all who failed, including many who passed in other subjects, were plucked in one paper, which makes one suspect either idiosyncracies on the part of the examiner or a sudden raising of the standard. Of the 122 undergraduates only 11 have failed during the five years to obtain the College diploma. The number of graduates under training rose steadily during the quinquennium from 8 to 38, but in 1916-17 the number of undergraduates had to be reduced in view of the increased number of graduates and lack of accommodation. The Model High School has risen in strength from 158 to 211, and each class is gradually being doubled in order to provide adequate practising ground for the students. The Matriculation results were uniformly good for the first four years, averaging 68 per cent. The lowest percentage for the five years is 56 and the highest 83. The cost per student in the College fell from Rs. 793-14-10 to Rs. 721-15-0 owing solely to the increase in the number of students. Tuition fees are not charged. The staff has remained unaltered. A hostel for 48 students was provided in 1912. The buildings previously occupied by the Arts College were handed over to the Model High School in 1916, and the opening of a school

hostel has thus been made possible. The College grounds have been substantially enlarged by the addition of the old Lunatic Asylum grounds and are now adequate for recreation and future extension. A Museum has been opened.

A healthy corporate life is fostered by games, various societies and a common reading room. There have been no disciplinary troubles. In the early stages it was possible for the staff to come into close contact with each student, but growing numbers have made this difficult.

The Inspectors report most favourably on the work and keenness of ex-students, particularly the undergraduates. Very much credit is due to Mr. Spence who has built up the institution so successfully. He has coped with ever-growing numbers and has in addition to his ordinary work undertaken the editing of the new Vernacular readers and always been ready with assistance and advice. His staff have co-operated with cheerful alacrity.

At the close of the quinquennium plans were elaborated for extension and improvement of the College. According to the proposals the numbers are to be doubled and the staff so increased and constituted that each member will be a specialist, competent not merely to train the students and organise the Model School work but also to give advice for the development of his subject in schools throughout the Province. In fact, we shall have what has been so long required—an Intelligence Bureau.

Vernacular School teachers.

Normal Schools.

63. During the first half of the quinquennium the number of Normal Schools was raised from five to six by establishing a Hindi Normal School at Khandwa with Urdu Training Classes attached to it. Retraining classes were added to three of the Normal Schools. After some hesitation at the start the aim of these classes was finally declared to be the preparation of teachers who had shown merit in the past for work in Vernacular Middle Schools or as Head Masters of Primary Schools. These classes will become the 4th year classes under the new system explained below. The inefficient training classes attached to some Vernacular Middle Schools were abolished. By the year 1915-16 Practising Schools attached to Normal Schools were all raised to the Vernacular Middle stage The Urdu Training Class at Khandwa was closed for want of students and the staff thereof was transferred to the Amraoti Urdu Normal School in 1916-17. Staffs of some Normal Schools were strengthened and buildings extended. New buildings were erected for the Retraining Classes. The teaching of Nature Study received greater attention and Black Board Drawing made more practical.

Reorganization of Normal Schools.

64. During the second half of the quinquennium reforms of far reaching effects were initiated. With a view to keeping pace with the rapidly increasing demand for trained and highly qualified teachers for effecting further development and extension of Vernacular education a scheme for the reorganisation and multiplication of Normal Schools was elaborated, sanctioned and partially introduced. A full summary of the scheme has been given in the last Annual Report of the Department and is not repeated here. It is sufficient to emphasise that the minimum qualification for admission is now the completion of the Vernacular Middle School course and the minimum period of training two years with a third and fourth year for selected candidates.

There were in 1916-17 seven Normal Schools and two more have been started during the current year. There will be in all 10 Normal Schools with an annual output of 525 teachers against 5 Normal Schools at the beginning of the quinquennium. I have now been asked to make proposals for increasing this output to 800.

There are no recognised Normal Schools under private management. More systematic provision for teachers of Aided Schools is under consideration.

It is also too early to say as yet whether we shall succeed in obtaining all the candidates for training that the scheme requires, particularly in Chhattisgarh. At present we rely in backward localities mainly on special scholarships in Vernacular Middle Schools to those who bind themselves to proceed to Normal Schools. It is hoped that the policy described in the section "Vernacular Middle Schools" will eventually remove the need for these scholarships.

Statistical results.

65. Owing to the change in system it is impossible to compare numerically the position at the beginning and close of the quinquennium. But it is satisfactory to note that the progress in training has more than kept pace with the expansion of Vernacular education. The percentage of trained teachers in Government, Local Fund, Municipal and Aided Schools has risen from 37, 28, 28 and 14 to 45, 33, 42 and 17 respectively.

The annual cost of educating a Normal School student fell from Rs. 159-10-9 to Rs. 142-15-1, the fall being due to the increase in number of students and not to any reduction of expenditure.

General.

66. For one of the new schools a building was begun last year and provision has been made for beginning two more this year and a third next year. The approved plan is a double storied building, class rooms below and dormitories above separated by a courtyard from the dining room and kitchen block.

A new curriculum has been framed for the two years' course and curricula for the 3rd and 4th years are now under preparation. Drawing, Hygiene and Nature Study are receiving special attention with a view to more practical instruction. The steps taken in regard to Hygiene and Nature Study have been separately mentioned elsewhere. Special stress is being laid on Black Board Drawing and Mass Drawing in crayons (in Berar). Owing to the gradual improvement of the staffs by the importation of trained graduates and the devoted labours of our efficient Superintendents there has been a very marked increase in efficiency during the five years, but it is yet too early to see the effects of the improved staff in combination with the lengthening of the course and raising of qualifications for admission. Most noticeable perhaps so far have been the results of the Retraining Classes, particularly at Jubbulpore where Mr. Singwekar has instilled wounderful enthusiasm which has spread into the Vernacular Middle Schools to which his students have returned. These ex-students and also those from other classes and schools under the guidance of Deputy Inspectors are organising teachers' conferences, associations and exhibitions of school work and apparatus all over the Province which do much to stimulate the schools in the neighbourhood. In Berar the exhibitions of school work are particularly gratifying. The Hitkarni Magazine, Berar School Paper and "Shikshan Kaomudi" are most useful journals, produced under the direct supervision of officers of the Department, for sustaining the efforts of trained teachers.

CHAPTER X.

FEMALE EDUCATION.

General.

67. In the early portion of the quinquennium important steps were taken towards the improvement of Secondary Education and development of the inspecting agency. In 1915 I submitted general proposals for further improvement which were carefully examined by a representative committee of officials and non-officials. These proposals with slight modifications now form the basis of our further development. In spite of careful consideration and the introduction of many important measures progress in Vernacular Education throughout the quinquennium has been most disappointing. The main obstacle is the absence of any genuine demand for such education among the general public. This is responsible for our schools being for the most part unsatisfactory crêches, crowded infants classes and first classes and a handful of girls in the higher classes taught by inefficient teachers. The supply of teachers can be improved only when an increased demand for genuine education fills our higher classes and enlarges our field of selection. Until the supply is thus improved, increase of expenditure on new schools will result mainly in the further swelling of our lower classes without any material gain to the women of the Province. The outlook in Secondary (English) Education is far more encouraging. Working on a small scale we have been able to get efficient instruction. What we are doing is good and there are signs, particularly in Berar, of a rapidly growing desire for English education among the more advanced sections of the community. "When men in this country begin to demand educated women for their wives female education will make a start" is the opinion of a Deputy Commissioner. There are unmistakeable signs that far more importance in this respect is attached to English and the other "accomplishments" usually associated with Secondary Education for girls than to the less showy though obviously useful attainments of the Vernacular Schools.

68. The following table shows the gradual progress of schools for Indian girls :— Statistics.

—	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
Schools ...	323	332	331	343	352	355
Pupils ...	17,384	17,816	18,679	19,138	20,030	20,407

Schools thus increased 10·2 per cent and pupils 17·3 per cent against 23·3 per cent and 31·2 per cent respectively during the preceding quinquennium. The average number of pupils per school rose from 54 to 57. In 1906-07 it was 51.

In addition to the above numbers there were 16,229 girls reading in boys' schools in 1916-17, compared with 10,603 in 1911-12 giving an increase of 53 per cent against 175·4 per cent of the preceding quinquennium. Co-education flourishes partly owing to the system of paying bonuses to boys' school masters for educating girls in their schools and partly owing to the fact that girls often receive better instruction in boys' schools. The total amount paid as bonus to boys' school masters on this account is remarkably small considering the results (Rs. 3,467-1-0 in 1916-17 for 16,229 girls). 44·3 per cent of the total number of girls under instruction are reading in boys' schools. Co-education is most popular in Chhattisgarh Division, probably owing to the comparatively free customs of the inhabitants there and is extending in parts of the Berar and Jubbulpore Divisions and in Balaghat District. In the Nerbudda Division it has received a set back. In the absence of competent female teachers it is an excellent and very cheap device for the expansion of female Primary Education and subject to certain safeguards will receive further encouragement from the Department.

Including girls in boys' schools and excluding boys in girls' schools the total number of girl pupils increased 30·8 per cent from 27,950 to 36,571 against 63·9 per cent during preceding quinquennium.

Government schools increased from 209 to 226, aided from 86 to 88, unaided from 24 to 32 and private schools from 1 to 8. Schools under Local Bodies decreased from 3 to 1. Most of the aided schools are managed by Missions.

The percentage of girl pupils to total female population rose from ·40 to ·53, the highest being ·80 in Drug District and the lowest ·12 in Bhandara District.

The total expenditure on girls' schools rose 43·4 per cent to Rs. 2,27,105 against 28·2 per cent during the previous quinquennium. That from Provincial Revenues increased 36 per cent to Rs. 1,52,282 against 27·8 per cent during the preceding quinquennium. The average annual cost per school increased from Rs. 494 to Rs. 655, and per pupil from Rs. 9-8-4 to Rs. 10-13-10, the Government share thereof being Rs. 6-11-10 and Rs. 7-9-10, respectively.

The classification according to race and creed shows increase in all cases excepting Budhists. Brahmins increased by 50·7 per cent, non-Brahmins by 10 per cent, Muhammadans by 29 per cent and Parsis by 66 per cent. The small increase in non-Brahmins is particularly disappointing.

69. There are 8 Anglo-Vernacular Schools with 260 students against 4 with 140 students in 1911-12. Three of them are High Schools with Middle Departments and the rest are Middle Schools. All excepting the Government High School at Amraoti are aided schools managed by Missions, the amount of aid given having risen from Rs. 1,320 in 1911-12 to Rs. 3,937 in 1916-17. Their progress is slow but steady. Anglo-Vernacular Schools.

There are 31 girls in the High stage and 236 in the Anglo-Vernacular Middle stage against 12 and 137 respectively in 1911-12. During the quinquennium there appeared 22 girls privately and 16 from the Girls' High Schools for the Matriculation Examination and four of the former and five of the

latter came out successful. Of the successful candidates 7 were Native Christians and 2 non-Brahmins. These figures illustrate the difficulty of securing properly qualified teachers for our schools of lower grade and also explain the absence of a section on Collegiate female education.

The Government Girls' High School, Amraoti, was established in 1913. Its strength has since risen from 22 to 54, and that of its hostel from 8 to 27. The school has been recognised by the Allahabad University. Its curriculum has been recently revised with a view to providing not only for students who wish to prepare for the Matriculation Examination but also for girls whose aims are more restricted and domestic. Arrangements have now been completed for the regular medical inspection of all the pupils and for annual courses of lectures on practical and domestic Hygiene by the local Lady Dufferin Fund Doctors and all members of the staff have been attending the First aid and Hygiene lectures described elsewhere. The Head Mistress is a well trained and experienced English lady whose influence on her pupils' general life and outlook has already been most marked. Generous salaries have been provided for the staff, and for some but not all the posts fully qualified candidates have been found. There are at present too many untrained teachers. Extensive school and hostel buildings are now under construction. A School Committee of local Indian ladies and gentlemen is giving helpful advice.

The average annual cost per Anglo-Vernacular School rose from Rs. 1,862 to Rs. 3,490, and that per student from Rs. 59 to Rs. 109-7-11 and the Government share thereof from Rs. 330 to Rs. 1,773 and from Rs. 9-15-0 to Rs. 55-10-1 respectively. These figures illustrate the expense involved by the determined measures taken to increase the efficiency of these schools.

Tuition fees realised in these schools amounted to Rs 99 in 1911-12 and to Rs. 1,915 in 1916-17, the average annual fees paid by each student having thus risen from Re. 0-12-0 to Rs. 7-8-2.

A scheme for Secondary and Collegiate scholarships for girls was sanctioned in 1915 and 9 Middle school scholarships, 6 High School Scholarships and 2 Collegiate scholarships, were awarded in 1916-17.

Vernacular Schools.

70. The number of Vernacular Middle Schools fell from 29 to 25, the fall being confined to aided schools and Government schools being increased by 1. There was a slight increase of 175 in the number of pupils. Primary Schools rose 6 per cent from 286 to 308 and their pupils 16 per cent from 14,971 to 17,376. The increase in the number of schools was practically confined to Government schools. Mission schools showed no increase, and in spite of relaxation of the very liberal and elastic rules for encouraging "venture" schools by Grants-in-aid till the attendance justifies provincialisation the number of such schools shows no tendency to rise. As a rule Co-education, which was originally intended as the first step leading to "venture schools" and finally to Government schools, is found an acceptable substitute for "venture" schools. It is satisfactory to note that though there was no increase in the number of aided schools there was an increase in grants-in-aid.

The figures given above are depressing, but it is still more depressing to find that the number of girls in the Vernacular Middle stage has actually fallen during the quinquennium from 253 to 196, that the number of girls in the 4th class is only 6 per cent of the total number in Primary Schools, and that the number of passes in the Primary Examination has risen only from 430 to 547. The number of female candidates for the Primary Examination has risen from 674 to 795 during the quinquennium but the percentage of passes has fallen from 69·5 to 68·5. The figures are a forcible illustration of my previous remarks on the absence of demand for Vernacular Education and the difficulty of getting teachers.

Staff.

71. In Jubbulpore Circle (Hindi Districts) almost all the teachers are women and 55 per cent of them are certificated, but in Nagpur Circle (Marathi Districts), out of 248 teachers in Government schools, only 111 are women, of whom 68·4 per cent are certificated. In 1915 my proposals were sanctioned increasing the number and value of stipends in the two Normal Schools and for substantial improvements in the staff by the appointment of Assistant Superintendents.

A minimum salary of Rs. 10 and Rs. 12 for uncertificated Government teachers in Hindi and Marathi areas, respectively, and of Rs. 15 for certificated teachers was also fixed, and a policy of annual increase in the number of higher grade posts up to Rs. 50 initiated. Even now the average salary in Government schools is only Rs. 14. The approved programme will give a steady increase but the low average is largely due to the number of uncertificated teachers. Special stipends have also been given to husbands of girls' schools teachers to enable them to undergo training simultaneously and to be employed subsequently in the same place. More important is the policy now adopted of stationing female teachers, particularly widows, so far as possible in their native places and of avoiding their transfer to remote places where absence of friends or suitable homes so often leads to trouble. Unfortunately the adoption of this policy makes the provision of female teachers in Chhattisgarh almost impossible. The importation of teachers to this Division was necessitated by the refusal of local communities to provide candidates for training. The results are thus described by the Deputy Commissioner, Raipur: "Samples of the Normal School trained product I have seen in this district are a poor lot indeed. Women coming from the Northern Districts have no society and their one idea is to make themselves sufficiently unpopular or disagreeable to be sent back from Chhattisgarh Division without losing their appointments." Possibly a separate Normal School for Chhattisgarh Division may be found the only solution, but a large increase in the higher classes of existing schools in this area should precede such a step. Meanwhile, as I wrote in 1915, it cannot be impressed too often on the general public that those who want girls' schools must provide from their community suitable persons to be trained as teachers.

Ladies' Committees.

72. The number of local Ladies' Committees has risen from 11 to 26. These are supplementary to the School Committees established for each school. They are particularly helpful in places where wives of influential officials and non-officials take the lead. Mrs. Standen, Amraoti, Mrs. Rustomji, Raipur, and Mrs. Clarke, Balaghat, have been particularly useful. Some of the Committees have taken a special interest in the development of school libraries, for which funds have been provided, and have tried to extend the influence of these libraries in the locality.

Curriculum.

73. There have been no important changes in the curriculum of these schools. Certain changes in the direction of further simplification and elasticity are now being considered but it is improbable that any changes will materially increase the popularity of the schools. In certain parts, however, and noticeably in Berar there is a growing demand for English and if suitable teachers can be secured the teaching of English in the Vernacular Middle classes may not only enhance their popularity but also provide more pupils for our Secondary Schools. Special efforts are being made to give a more practical turn to the teaching of Hygiene and for this purpose the staff of Normal Schools have been attending the local First Aid and Hygiene classes (elsewhere referred to), and those who are successful in the final examinations are handing on what they have learned to their pupils. Arrangements are also being made similar to those reported above in connection with the Government Girls' High School for medical inspection and hygiene instruction of Normal School students by qualified Lady Doctors.

Buildings.

74. Out of 222 Government Vernacular Schools only 93 have satisfactory buildings, 51 need additional accommodation and the remaining 78 want new houses of their own. Annual Budget provision is made for these buildings. This provision has gradually been raised during the quinquennium. Next year the greatly enhanced provision of Rs. 25,000 will enable us to carry into execution a large number of the sanctioned plans and estimates still awaiting funds. There are two standard plans for towns and villages respectively, the former being more expensive than the latter. They are now under revision.

Financial.

75. The average annual cost per Vernacular School and pupil in it has risen from Rs. 420-4-10 to Rs. 509-7-0 and from Rs. 8-0-11 to Rs. 8-10-7. The net cost to Government has risen from Rs. 301-11-5 to Rs. 358-1-9 and from

Rs. 5-12-7 to Rs. 6-1-5. The increased cost is mainly due to improved salaries.

Annual provision is made in the budget for the extension and improvement of female vernacular education. This provision was raised during the quinquennium from Rs. 5,000 to Rs. 6,000 and in the current year to Rs. 10,000. It is devoted to new schools, new posts in existing schools, and gradual raising of the scale of salaries. During the coming quinquennium our policy must be to strengthen existing schools and to add to them Vernacular Middle classes rather than to open a large number of new schools, unless there is a marked change in the public attitude towards female vernacular education and a large increase in the number of eligible candidates for training.

Zanana Classes.

76. These classes are held by the Church of England Zanana Mission and other Missions and by a few educated Indian ladies in big towns, such as Nagpur, Jubbulpore and Akola. In Jubbulpore, where the Church of England Zanana Mission classes receive a grant, 424 ladies were under instruction against 309 in 1912-13.

Normal Schools.

77. I have referred above in connection with the staff of Vernacular Schools to steps taken for increasing the number and value of stipends in the two Government Normal Schools and for improving their staff. The Assistant Superintendents will be particularly useful in developing the hostel life, which is an important feature of our Normal Schools and imposes heavy responsibility on the Lady Superintendents. In the Jubbulpore Circle, thanks to the admirable efforts of Miss Levi, the life led by the students is happy and healthy. Much time is spent out of doors. Medical help is at hand when necessary. Regular hours are kept for house arrangements, preparation of lessons, recreation, etc. In the Jubbulpore Normal School hostel a very keen interest is shown in gardening, all the work in connection with it being done by students themselves with creditable results. Badminton and Indian games are played. Indian plays, concerts, etc., are got up by the girls. All the work of the hostel except sweeping is done by the girls. They have also to cook for themselves. Regular cooking lessons are given in the practising school to a limited number of girls. The Amraoti School has not been so fortunate in its Superintendent, but it is hoped that the changes recently made in the staff will bring the general life of the institution up to the Jubbulpore level. The total output of trained teachers from these two institutions during the quinquennium has been 73 (Jubbulpore) and 31 (Amraoti) against 52 and 21 in the preceding quinquennium. But not all of these have obtained certificates and some have had to return for further training. According to the sanctioned scheme the number of students in each school is now being gradually raised from 50 (Jubbulpore) and 25 (Amraoti) to 90 in each school, and the ultimate total annual output under the scheme will be 60. The Jubbulpore building is now under extension, and provision has been made for extending the Amraoti building. In addition to the two Government institutions there are three institutions under Mission management which are most usefully employed in training for the most part Christian girls for work in Mission schools.

The average annual cost per Government School rose from Rs. 7,814 to Rs. 8,767 but the average annual cost per student therein fell from Rs. 264-14-1 to Rs. 240-3-3, the fall being due to increase in the number of students.

Industrial Schools.

78. There are three schools under Mission management in receipt of annual grants from the Department.

The school at Bhandara has 12 girls and teaches needle work only.

The Saugor School is very popular and is doing excellent work. Its strength rose from 39 to 49 during the quinquennium. It rose to 57 in 1915-16. Pupils come from Bengal, United Provinces as well as from the Central Provinces. Most of the pupils are Christians, but Hindu pupils are also admitted. The school is favourably reported on by European ladies of the Station and has created a great deal of interest among both Hindus and Muhammadans many of whom have asked the Mission ladies to teach in their Zananas. In addition to ordinary

plain needle work the following industries are taught:—Carrick macross and other kinds of lace, thread buttons, hand woven tape, durries, weaving, cooking and house keeping. 26 of the students live in the hostel attached to the school.

The Seoni-Malwa School teaches embroidery, drawn thread work, plain sewing, spinning, weaving, webbing, husking grain, cooking, making butter, house-keeping, bazar transactions and gardening. It has a building of its own. Its strength is 16, and rose to 19 in 1915-16.

In order to improve the general status and work of the Dai classes engaged in the profession of midwifery special scholarships have been awarded in Berar for the Vernacular Education of children of these classes, and it is hoped that they will thus be fitted for some simple form of professional instruction at a latter stage. The results of the scheme can hardly be gauged yet but we have been encouraged to extend it to Chhattisgarh.

Inspecting agency.

79. The increase in the female inspecting agency has been separately recorded under "Controlling Agencies." The work of our lady officers is particularly arduous and difficult, and is performed most conscientiously and on the whole with good results. The inspection of remote and not easily accessible schools is left with satisfactory results to Deputy Inspectors of boys' schools. Two Indian ladies have been appointed as Assistant Inspectresses, and I am constantly drawing attention to the most valuable co-operation that Indian ladies of ability and enterprise can afford in this work.

CHAPTER XI.

RAJKUMAR COLLEGE, RAIPUR.

General.

80. The most interesting and concise report of the Principal is given in full. It is admitted on all sides that the complete regeneration of the College is very largely due to the enthusiasm and ability of Mr. V. A. G. Stow who was appointed as Principal in August 1912.

During the quinquennium the Rajkumar College at Raipur has been reorganised. The general aim has been to remodel the College on the lines of the other Chiefs' Colleges, and to bring it up to their standard.

Finance.

81. The financial position of the College has been strengthened by increased Government grants, by bigger receipts from fees, and by donations, the chief of which was a gift of 5 lakhs from the Rajnandgaon State. The income of the College is at present Rs. 80,000; in 1911 it was Rs. 28,000.

Buildings and Compound.

82. The College has been practically rebuilt. The main building has been remodelled and enlarged, and at each end two big boarding-houses have been built. Many additional buildings have been built to complete the College as a boarding school, and the compound has been more than doubled in area.

Staff.

83. The Staff has been reconstituted. The present Principal is a member of the Chiefs' Colleges cadre of the Indian Educational Service and is the first Government officer who has held the post of Principal of the College. An English Vice-Principal has been sanctioned, but owing to the war it has not been possible to fill the post. The Indian Staff has been enlarged in all its branches; the general scale of pay has been raised, and a Provident Fund is now in force. The personnel of the teaching staff has been entirely changed, and it now consists of young men who have been chosen not only for their scholastic claims, but also for their social and athletic qualifications. All live in the College compound.

Kumars and Boarding-house Arrangement.

84 At the beginning of 1912 there were 23 Kumars: there are now 55, and Kumars join the College younger than before.

All the Kumars now live in the two boarding-houses instead of being scattered with their servants in small detached houses, and are apart from their servants.

Each boarding-house is in charge of a resident House Master assisted by Tutors and Prefects.

The studies have been well furnished and are one of the features of the College.

The food and clothing arrangement of Kumars are controlled by the College, and everything is now supplied by College tradesmen.

The dress of Kumars is now a uniform Indian kit similar to that worn at other Chiefs' Colleges, while for games English kit is worn.

Curriculum and General Education.

85. The curriculum and class teaching have been revised and are now on the same lines as at other Chiefs' Colleges. The curriculum is designed to lead up to the Chiefs' Colleges Diploma Examination, and the Allahabad University have recognised this examination in the case of the College as equivalent to Matriculation. There is now provision for 9 classes instead of 6 as formerly.

As part of the general education of Kumars special attention is paid to current events, chiefly by means of the illustrated papers; Ambulance lectures and Motor instruction are given; and Kumars are sent in parties every Christmas to places of interest in India in charge of masters.

Out-door Life.

86. Physical training has been improved by the provision of separate Instructors for Drill and Gymnastics, while the scope of riding instruction has been widened by the making of a jump-course and tent-pegging ground, and by cross-country riding and polo practice. A new rifle range has been made and all Kumars receive shooting instruction. Kumars are divided into 3 divisions according to size and age, and additional grounds for all games have been made. As as far possible the managament of out door life is put in the hands of Kumars themselves by means of the Prefects and various Captains, both for seniors and juniors. They are assisted by the masters, all of whom now take an active part in the athletic life of the College instead of only one as formerly.

Many challenge and individual Cups have been presented.

CHAPTER XII.

EUROPEAN SCHOOLS.

Numbers.

87. The number of institutions of each grade is unchanged. There has been during the quinquennium a substantial increase of 159 in Primary Schools, a satisfactory increase of 46 in Middle Schools and a most regrettable decline of 18 in High Schools. There are only 10 European students in the Arts Colleges of the Province and only 68 in the High Department of European Schools against 423 in the Infant Class and 183 and 105 at the conclusion of the Primary and Middle stages. These figures can only be described as appalling and deserve the earnest attention of the domiciled community. It is also very doubtful whether with so great a wastage such heavy expenditure by Government on these schools is justified. We are now trying by an increase in the number of High School Scholarships to draw more pupils upwards. But the responsibility lies with the leaders of the community. There is no reason to suppose that any European children in the Province are debarred by poverty or locality from education. The orphan grant allotment is rarely spent in full and careful individual enquiries are made by the Inspector of European Schools and Chaplains.

Expenditure.

88. Out of a total expenditure of Rs. 16,24,800 for the quinquennium 45·2 per cent was met by Government. Towards a capital expenditure of Rs. 4,15,980 Government contributed Rs. 2,33,702, and as a result of this heavy expenditure very substantial improvements were effected in building and equipment, and the general condition of schools in this respect except in regard to Science laboratories and equipment and playing fields is satisfactory. Maintenance grants rose from Rs. 49,000 in 1911-12 to Rs. 76,000 in 1916-17, *i. e.*, by 64 per cent. These grants are now based, under a scheme devised during the quinquennium, on schedules of approved expenditure, half the approved

expenditure being allowed as grant. This has necessitated systematising of all school accounts and their strict scrutiny. The very generous treatment described above has only been rendered possible by the special grants for European Education received from the Government of India. The cost per pupil in Secondary Schools has risen from Rs. 148-4-6 to Rs.175-8-10 (Rs. 78,121 for 445 pupils) and in Primary Schools from Rs. 53-5-8 to Rs. 68-4-3 (Rs. 78,643 for 1,152 pupils the major portion of the increase being met by Government, which now pays Rs. 88-4-2 and Rs. 31-8-11 for each pupil, *i. e.*, approximately 50 per cent of the total cost. Part of the increase has been met by an increase in fee rates, the average fee per pupil having risen from Rs. 39-5-1 and Rs. 17-13-10 to Rs. 43-4-9 and Rs. 20-11-5 in Secondary and Primary Schools respectively. Total tuition fees amounted to Rs. 43,133 in 1916-17 for 1,597 pupils. The average teacher's salary has risen from Rs. 117 and Rs. 63 to Rs.160 and Rs. 76 in the two grades of schools. The current averages are calculated on the approved incremental scales and the salaries actually drawn at present are in most cases below the average. But the figures show that nothing more remains to be done as regards the pay of teachers.

89. The appointment of a separate Inspector of European Schools, the increase in maintenance grant and salaries and increased provision for scholarships for training have raised the percentage of trained teachers and the general standard of teaching. The Inspector reports very distinct improvement in the methods of instruction. In the lower classes the work is particularly good and the Montessori system is being attempted in some schools. The teaching of Domestic Economy in girls' schools ought to be far more practical. Science ought to be compulsory in boys' schools but for this better laboratory provision is necessary. There has been a most regrettable decline in the number of graduate teachers. If the community does not send some of its best men into its schools there is little hope for it. The examination results are disappointing, the percentage of passes in the Middle and High School Examinations for the five years being only 43·5 and 40. Much needed changes in the curriculum and examinations have now been sanctioned and it is hoped that under the new system the percentage of passes will rise without any lowering of the general standard. **Quality of work.**

90. In all boys' schools due attention is paid to games and some, *e. g.*, the Christ Church School, Jubbulpore, produce remarkably good results. Under the Indian Defence Force Regulations the younger boys below 16 will lose the benefit of the excellent cadet corps training that they were receiving. The Boy Scouts movement has been taken in the Chirst Church School and its general extension is most desirable. In serveral girls' schools troops of Girl Guides have been formed. Physical drill is part of the regular curriculum. **Physical training.**

91. The Inspector reports as follows regarding hostel life:—"With scarcely an exception the hostels are large airy buildings with good lavatory arrangements and special sick room accommodation. All hostels retain the services of a Medical Officer who in most cases is the Civil Surgeon. **Hostels.**

"I have been struck during my inspections by the excellence of the supervision and by the forethought shown in the arrangement of the time-tables. The boarders are kept busy without being over-worked, definite times being assigned for meals, work, recreation and moral instruction. All of the boarding houses are denominational and the best kind of moral instruction, that which is associated with religion, forms part of the daily routine. In the girls' hostels, needle-work, hygiene, care of clothes, and in some cases household work and accounts are taught, and I have come across cases in Convent Schools where orphan girls have been educated, taught good housewifery, and then had excellent marriages arranged for them. Most of the boarding-houses are provided with libraries and many of them have debating and literary societies. In some schools, plays are got up annually and often charges are made for admission, the proceeds being devoted to charitable organisation.

"The hostel fees vary, roughly speaking, from Rs. 12 to Rs. 20, some schools having different classes of boarders. In Roman Catholic Schools a good many children are admitted on reduced fees. I am unable to say much about the

food as an Inspector's opportunities for looking into this important matter are naturally limited, but the children appear to be, healthy and happy. A recommendation has recently been made to Government to the effect that School Managements should be asked to arrange, in consultation with their Medical Officers, to enquire specially into the physical condition and dietary arrangements of their boarders; also that the weight of each boarder should be carefully recorded every month and compared with that of the previous month, and that this statement be presented to their Medical Officer monthly for consideration.

"The cost per boarder including messing, Superintendent, servants, rates, rents, taxes, lighting and medical attendance, is variously estimated as from Rs. 12—Rs. 25. The average cost is about Rs. 15 per mensem on the assumption that holidays are non-existent. If holidays were taken into account the average cost during residence would be higher."

CHAPTER XIII.

MUHAMMADAN EDUCATION.

General.

92. The quinquennial record affords little reason for congratulation. Though as regards the total number of pupils under instruction the Muhammadan Community is in advance of the population taken as a whole, this superiority is due to the fact that ability to read and write is expected of Muhammadan children and not to any marked recognition of the value of education. Though the percentage of increase in the Collegiate and high stages of instruction indicates some advance, it is below the percentage of increase for the Province as a whole and the rate of increase in all stages of instruction is below that for the preceding quinquennium. Of the total number of pupils under instruction 76 per cent have not reached the Upper Primary stage, and only 1 per cent have reached the high stage. Consideration of the special steps already taken for advancing the education of this community leads inevitably to the conclusion that their educational valuation now depends almost entirely on their own efforts.

Statistics.

93. The number of Muhammadans under instruction in all classes of institutions is 32,356 against 28,551 in 1911-12. This increase represents 13·3 per cent on the previous figure against 21·4 per cent in the case of all classes. The percentage of Muhammadans at school to the total of pupils of all creeds at school is nearly three times as great as the proportion of Moslem population to the whole population: the latter is 3·3 per cent while the former slightly fell from 9·8 per cent to 9·2 per cent during the quinquennium. Of the total number at school 28,632 are boys and 3,724 girls against 25,705 and 2,846, respectively, during 1911-12. Boys thus increased 11·3 per cent and girls 30·8 per cent. Of the total Muhammadan pupils 44·5 per cent are in Berar. The percentages of male students to male population, female students to female population, and of total number of students to total population in the case of Muhammadans are 9·8, 1·3 and 5·7 as compared with 4·53, ·53 and 2·5, respectively, in the case of all creeds.

The increases or decreases in public institutions are tabulated below:—

Class of Institution.	Number of Muhammadan pupils in		Percentage of increase or decrease.
	1911-12.	1916-17.	
Colleges	33	71	+ 115·1
High Schools—High Department	318	454	+ 42·7
Anglo-Vernacular Middle Schools and Middle Departments of High Schools.	1,693	1,908	+ 12·7
Vernacular Middle Schools	3,963	3,287	— 17·0
Primary Schools	22,326	25,042	+ 12·1
Normal Schools	45	52	+ 15·5
Other Special Schools	11	33	+ 200·0
Total ...	28,389	30,847	+ 8·6

The number of pupils in private institutions increased from 163 to 1,509 during the quinquennium. The 1916-17 figures show a fall of 914 from the previous year. Very little importance can be attached to these figures, which are obtainable only with very great difficulty and vary from year to year according to the insistence of compiling officers and the energy of the maktab teachers.

Class of Institution.	Percentage of Muhammadan pupils to the total number of pupils of all creeds in various classes of public institutions.	
	1911-12.	1916-17.
Colleges	4·6	5·2
Secondary Schools	11·3	9·5
Primary Schools	9·5	8·7
Special Schools	7·8	6·7
Average ...	9·8	8·8

Excluding pupils in special schools and private institutions the percentages of pupils in different stages of instruction are :—

	Boys.	Girls.
College stage	·2	...
High stage	1·6	...
Middle stage	8·7	·4
Upper Primary stage	12·6	4·6
Lower Primary stage	76·9	95·0
	100·0	100·0

Statement showing the percentage of Muhammadan scholars to the total number of scholars in the High and Middle stages :—

Kind of stage.	Total number of scholars.	Number of Muhammadan scholars.	Percentage of Muhammadan scholars to total number of scholars.
High stage	4,982	454	9·1
Middle stage (English and Vernacular) ...	23,585	2,402	10·0
Total ...	28,567	2,856	9·9

During the quinquennium two passed the M. A. Previous Examination, 12 the B. A. Examination, 48 the Intermediate Examination, 175 the Matriculation Examination, 9 the LL. B. Previous and 10 the LL. B. Final Examination. The number of passes in Primary Examination was :—

	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Total during quinquenninm 1913—17.
Boys ...	1,223	1,590	1,459	1,522	1,637	1,424	7,632
Girls ...	26	32	33	53	34	37	189

Special Concessions, Special measures and their results.

94. In addition to the scholarships open to all classes including Muhammadans there are 50 scholarships specially reserved for them, 25 Middle School scholarships of the value of Re. 1 to Rs. 4 per mensem each tenable for four years in Anglo-Vernacular Middle Schools, and 25 High School scholarships worth Rs. 2 to Rs. 6 per mensem each, tenable in High Schools for three years. There are 30 stipends worth Rs. 9 per mensem each for students in the Urdu Normal School, Amraoti, and 10 scholarships of the value of Rs. 5 per mensem for Urdu Middle School classes attached to the Practising School thereof.

The number of these will eventually be raised to 55 and 20 respectively. These stipends and scholarships exceed by Re. 1 those offered to Hindu students and the same excess is allowed to Muhammadan students in the ordinary Normal Schools and Vernacular Middle Schools.

There are no fee exemptions or special fee rules but any number can be admitted free to Vernacular Schools owing to poverty.

Institutions specially designed for Muhammadans, *i*, *e*., offering instruction partially or entirely through the medium of Urdu.

95. There has been a slight decline in the percentage of Muhammadan students attending institutions specially intended for them to the total number of such students (50 to 48 per cent). Owing to the very great difficulty experienced in getting competent Muhammadan teachers for these schools their standard of work is far below that of the ordinary school. It will be necessary to close some of the Government Anglo-Urdu Schools, very few of which are well attended, unless more teachers are provided by the community. Instruction in Urdu and Persian is also provided in most though not all High Schools intended for all classes, and Urdu in many Anglo-Vernacular Schools. Special teachers for Urdu and Persian in addition to the staff usually allowed for ordinary schools were sanctioned for five Government High Schools during the quinquennium, and special hostel arrangements have been made or are planned for Muhammadan students at these schools. The Muhammadan community is beginning to realise the advantages of instruction in a Hindu Vernacular and requests for such instruction in Urdu and Anglo-Urdu Schools are being received. In Urdu Schools it is often supplied but in Anglo-Urdu Schools difficulties arise owing to the curriculum being already overcrowded and owing to the lack of teachers. The development of Urdu Vernacular Schools for girls is impossible until a scheme has been devised for securing female Muhammadan teachers. Proposals for a special training institution for such teachers have been framed but to carry them into effect the co-operation of the Muhammadan community will be required. At present practically all the teachers are elderly men whose character is superior to their intellectual attainments. Only one trained Muhammadan female teacher has emerged during the quinquennium and the average annual number of female passes in the Primary Examination for the whole Provinces is 38. Comment is unnecessary. The subjoined table gives the number of Anglo-Urdu and Urdu institutions with their pupils and expenditure at the beginning and end of the quinquennium :—

Class of Schools.	Number of Schools.		Number of Pupils.		Expenditure.		Number of Government Institutions in 1916-17.
	1912-13.	1916-17.	1912-13.	1916-17.	1912-13.	1916-17.	
					Rs.	Rs.	
High Schools ...	4	4	503	604	35,942	42,610	1
Anglo-Vernacular Middle Schools.	7	7	316	361	10,366	15,703	7
Vernacular Middle Schools ...	5	6	494	634	3,845	7,106	0
Primary Schools ...	173	199	12,540	13,756	89,465	1,14,771	38
Normal Schools ...	1	1	37	21	7,634	5,623	1
Total ...	190	217	13,890	15,376	1,47,252	1,85,813	47
Increase percentage ...	14·2		10·6		26·1		

Total number of hostels for Muhammadan pupils) ... 5
Total number of residents in these hostels ... 195
Total recurring expenditure (excluding messing) ... Rs. 5,925

With the exception of 3 High Schools and 28 Primary Schools, all these institutions are in Berar where alone there is a widespread demand for instruction through the medium of Urdu. The decline in the strength of the Normal School is attributable to the introduction in 1916 of the new scheme requiring for admission into Normal Schools such pupils only as have finished the Vernacular Middle course successfully. For want of such students the first year class of the Normal School could not be formed. Owing to want of support from the North of the Province it has been found necessary to close the Urdu training class attached to the Normal School at Khandwa. There are at present only 6 Urdu Vernacular Middle Schools in the Province.

By the award of special scholarships for Vernacular Middle study (already sanctioned) and by special grants to District Councils in Berar for opening Urdu Vernacular Middle Schools in large centres it is hoped to make good this want of Vernacular Middle candidates. For the inspection of Urdu Schools in Berar the number of Deputy Inspectors has been raised from two to three.

The Government High School, Amraoti, the Bohra High School, Burhanpur, the Anjuman Robertson High School, Jubbulpore, and the Urdu Normal School, Amraoti, were provided with new buildings during the quinquennium.

Though under the rules of the department Committees of Government and Board Schools can arrange in consultation with the department for religious instruction out of school hours and from private funds, few Committees of Muhammadan schools have yet taken advantage of this concession. The question of making such arrangements for religious instruction in the Urdu Normal School is under consideration. A mosque is being constructed from private funds for the use of the students of the Government Muhammadan High School, Amraoti. The Nizam of Hyderabad is contributing generously to its construction and maintenance. The Commissioner of Berar writes: "I have been informed on the best authority that very few of the Urdu Primary school masters are capable of teaching their religion. I have suggested to some leading Muhammadans as well as to several School Committees at my inspections that a remedy for this might be found if they would contribute funds to pay a good Moulvi who might be attached to the Urdu Normal School in Amraoti for the purpose of instructing the pupils of the school in their religion. It would then be possible in a few years to provide in every Urdu School for instruction in religion. This would, I believe, both increase the earnestness with which the masters approach their duty and the interest which the parents of the boys take in the maintenance of the school."

Imperial Grants.

96. In 1913-14 a recurring grant of Rs. 10,000 and in 1914-15 a non-recurring grant of Rs. 15,000 were set apart for Muhammadan education. The latter was paid to the Anjuman at Jubbulpore for constructing a building for their Muhammadan High School now to be called the Robertson High School, Jubbulpore, and the former was set aside for five posts of Persian teachers in Government High Schools in the Upper Division (Rs. 60—Rs. 125), an additional post of Deputy Inspector for Urdu Schools in Berar in the same Division and increase in the number of scholarships for Muhammadan pupils.

Some amount from the accumulations of this recurring grant was expended on constructing the Muhammadan High School Hostel, Amraoti, as stated above, and Rs. 5,000 were paid as building grant to the Bohra High School, Burhanpur, and Rs. 15,000 added to the Robertson High School grant from Provincial Funds.

Muhammadan employés.

97. There are 979 Muhammadan teachers, 114 in Government Schools, 572 in District Council Schools, 200 in Municipal Schools and 93 in Aided Schools. Out of the 114 in Government Service one is in the Select Division (Rs. 150—Rs. 250), 9 in the Upper Division (Rs. 60—Rs. 125), and 36 in the Lower Division (Rs. 40—Rs. 125) of the Subordinate Educational Service. Besides these there is one Professor in the Provincial Educational Service, one Inspector of Schools in the Provincial Educational Service (Rs. 500—Rs. 700), three Deputy Inspectors, one in the Select Division and three in the Upper Division, and 8 clerks in several Educational Offices. Owing to the demand for qualified Muhammadans in other and more lucrative forms of employment it is impossible to obtain competent candidates for Educational service. There is a great opportunity for the Muhammadan Educational Conference, the Anjumans and the Muhammadan leaders to co-operate with Government in their efforts to ameliorate the condition of Muhammadans, moral and material, by persuading a sufficient number of the community to devote themselves with missionary zeal to educational work.

Information about Maktabs, Mulla Schools, &c., is supplied in Appendix F. Koran is the only text-book used in the Maktabs and Mulla Schools.

CHAPTER XIV.

BACKWARD CLASSES.

Statistics.

98. The total number of pupils from these classes under instruction is 53,687. During the quinquennium an increase of about 10,000 in Aboriginals under instruction and of about 10,000 in "others" *i. e.*, Depressed classes and criminal tribes—is recorded but it is impossible to attach much value to these figures or indeed any figures relating to these classes owing to difficulties of classification and the varying measure of success in obtaining correct information. The following statements show under each of three approved heads the educational position of the various classes :—

(a) *Depressed Classes, i.e., classes with which the idea of pollution is associated.*

	Males.	Females.	Total.
Population	14,84,813	15,27,576	30,12,389
Pupils	24,736	1,932	26,668
Percentage	1·66	·12	·88

(b) *Aborignal and Hill Tribes.*

	Males.	Females.	Total.
Population	13,35,159	14,96,578	27,31,737
Pupils	24,331	2,630	26,961
Percentage	1·82	·17	·98

(c) *Criminal Tribes.*

	Males.	Females.	Total.
Population	1,32,531	1,24,346	2,56,877
Pupils	57	1	58

The following statement shows the pupils of depressed classes in the various stages of instruction :—

	Boys.	Girls.	Total.
High stage	18	...	18
Middle stage	503	1	504
Upper Primary stage	3,004	103	3,107
Lower Primary stage	21,187	1,828	23,015

Accurate figures have not been obtained in this respect for the Aboriginals but approximately there are 500 pupils in the Middle stage while the remainder are in Primary Schools. The criminal tribes have not emerged from the Primary stage.

Depressed Classes. General policy and Special Schools.

99. The principle of the equal rights of all castes to education has been established since 1870, and under departmental rules admission cannot be refused

on grounds of caste prejudice to any boys who are clean in their habits and person nor may any distinction be made in the treatment (mode of seating, etc.) of any boys admitted to our schools. This policy has been strenuously maintained and though in certain portions of the Province undesirable distinction is at times detected and severely commented on by Inspecting Officers there are good reasons for believing that in our schools the evil efforts of prejudice are gradually disappearing and that boys of the depressed classes are to a steadily diminishing extent deterred from joining schools by fear of degrading treatment. Consistently with this policy the establishment of schools intended solely for the depressed classes and bearing their name has never been encouraged since the existence of such schools might by some be held to justify exclusion from other schools in the same locality. There are at present only 42 Vernacular Schools which are ostensibly intended for the depressed classes, of which one is maintained by Government, five by Local Bodies, twenty-two by Missions and fourteen by private non-Mission agency. Care is being taken to see that the undesirable situation referred to above does not arise out of the existence of these schools. There is also in Akola a hostel maintained without Government support for the benefit of Mahar boys attending schools in the town. This owes its existence to the laudable generosity of the widow of a prosperous Mahar. Our general policy, in order to ensure a steady increase in the attendance of these classes, is (*a*) to enquire at all inspections into their attendance and thus emphasise its importance, (*b*) to encourage the planting of schools in localities where such attendance can most easily be secured, (*c*) to encourage the training of teachers from these classes who will attract to their schools and treat sympathetically such boys, (*d*) to give additional financial help under the provisions of our code to schools largely attended by such classes, (*e*) to give special scholarships for higher education. For fee exemption in the Vernacular Schools there is no need under our fee rules which enable all Committees to exempt on grounds of poverty. Special scholarships in Secondary Schools are more consistent with our general fee policy than exemption or reduction of fees. Under this policy there is good reason for believing that steady progress is being made, though our statistical information is admittedly inadequate at present. But the rate of progress must depend mainly on the attitude of the general public and on the special efforts made by such bodies as Christian Missions and the Depressed Classes Mission which during the quinquennium has come over into our Province from Bombay to rouse the conscience and direct the activity of the Indian Community.

Special measures.

100. The annual award of 15 Middle School scholarships of Rs. 2 each, tenable in Anglo-Vernacular Middle Schools for four years, 10 High School scholarships of Rs. 4 each, tenable in High Schools for three years, and five College scholarships of Rs. 8 each, tenable for four years, was sanctioned during the quinquennium for the pupils of Depressed Classes and Aboriginal Tribes. For pupils who do not live with their parents an additional amount of Rs. 3 is added to each of the Middle and High School scholarships and of Rs. 4 to College scholarships. An increase in the number of these scholarships is under consideration.

The special scholarships for girls of the *Dai* classes are recorded under female education.

Aboriginal Tribes.

In Chhattisgarh Division special rewards are given to masters of schools for the attendance of Chamar pupils, and Chamar teachers are gradually being appointed in schools with a majority of Chamar children. This measure was introduced three years ago and has resulted in a very large increase in Chamar pupils and in the employment of several Chamar teachers. In Raipur District Chamar pupils are reported to number about 15 per cent of the total number of pupils.

101. In the new Normal School scheme 50 stipends worth Rs. 9 each are reserved annually for students of Depressed classes and Aboriginal Tribes.

There are seven schools maintained for these tribes by Local Bodies and four by private management. For the present the further development of such special schools is likely to depend mainly on the efforts of Christian Missions. There is a special Korku Mission now working in Berar. The Gonds, and to a

lesser extent other Aboriginals who have emerged from the hills and forests and are gradually being amalgamated in mode of life and occupation with the residents of the plains are coming in ever-growing numbers to our ordinary schools where their admission presents little difficulty. They are reported to show no reluctance to education in the vernacular of the locality rather than in their own dialect.

Criminal Tribes.

102. The education of these tribes on a systematic basis has not yet been attempted or considered. A special agency is required for the purpose, such as, for instance, the Salvation Army, which is doing such remarkable work in this sphere in other Provinces.

CHAPTER XV.

RELIGIOUS, MORAL AND PHYSICAL TRAINING.

103. Regarding moral and physical training much has already been said above in connection with the discipline and general life of Colleges and Schools in the sections relating thereto. Special reference is made to religious instruction in the chapter on Muhammadan Schools.

Religious instruction.

104. This is given in all Mission institutions, most maktabs, pathasalas and Jain schools, all the four Muhammadan High Schools, three out of four Anglo-Urdu Middle Schools and about 10 Urdu Vernacular Schools. In the Municipal Anglo-Vernacular School, Seoni, there is religious teaching of a Hindu character but I know of no other public institution where this is given. On the whole very little advantage is taken of the facilities afforded to communities for providing at their own expense religious instruction in Government or Board Schools. Where such arrangements are made with the Inspector's approval a room in the school is set apart and the instruction is given out of school hours.

Moral training.

105. After much discussion by a representative committee early in the quinquennium it was decided that moral training in our schools should be a natural outcome of the general school-life and disicpline and that direct moral instruction should not be demanded. We try to make *acta non verba* our rule, and assume that the moulding of character depends mainly on the general tone of school-life, the formation of good habits and the encouragement of clear thinking. The personality of the teacher plays at present a very small part in our school-life and the blameless record presented by most of our teachers is no substitute for a character that can make itself felt. On the other hand, the rapid and satisfactory development of hostel life and games is having a most salutary effect.

The most satisfactory achievement of the quinquennium has been the establishment of the School Boy League of Honour by the educational enthusiast, Mr. R. B. Chapman, I.C.S., in Berar. The objects and methods of this League have been described in the 1914-15 and 1915-16 Reports and it is sufficient to state that it embodies the essential principles of the Boy Scouts movement but operates to a larger extent through the agency of games, sports and excursions and depends more on the efforts of the school staff. There are now 600 enrolled boy members in Berar and 125 adults bear the Swastika badge which marks their practical interest in the work. The League has been recognised by the Hon'ble the Chief Commissioner who has urged its extension to other parts of the Province. No part of the expense is met from public funds. To meet a veteran Head Master leading out his League members on a day's country excursion inspires one with real hope. Hobbies such as gardening and collections are encouraged in all members.

Physical training.

106. From a special Government of India grant Rs. 52,000 have been spent on the provision and preparation of playgrounds for nearly 50 institutions, and nearly a lakh remains to be spent on this purpose. Inter-school matches excite the keenest interest, and in three Divisions divisional tournaments are an annual institution. In Berar each district has its tournaments and elsewhere they

are organised in particular districts. We are doing our best to guard against the "professionalism" and exclusion of the less capable from facilities for play that are the lurking dangers of the tournament craze and in all Government Schools participation by all boys in games is required. The influence of games in Vernacular Schools has been described in the section on those schools. The Sports and Arts Association of the Yeotmal District is doing much to encourage sports among school boys as well as among the general public of the district. The credit is mostly due to the Deputy Commissioner, Mr. Chapman. In each Taluq some 100 to 200 boys come in from long distances to compete in the Taluq sports, and the winners' names are inscribed with great pride on the Sports Honours list maintained in each school. Aquatic sports also are included in the programme and 178 swimming certificates were given in 1916-17. The whole programme is gone through in a clean and sportsmanlike manner. The Vice-Chairman, District Board, Yeotmal, remarks: "Sports, games and swimming have changed the whole school atmosphere to the great advantage of school boys." That the effect extends to the general public is shown by a story reported by the Berar Inspector. A veteran resident of a remote part of the District on hearing Mr. Chapman ask how many steam-rollers the locality possessed, piped out, "Two, Sahib, and if you gave one of them five minutes start in a mile it would be a fine race." For girls action songs and calisthenics form a part of the curriculum. In the Amraoti Girls' High School physical exercises and Swedish drill have been adopted. In some Girls' High Schools and in the Normal School for Women at Jubbulpore Badminton Courts have been provided.

CHAPTER XVI.

HOSTELS.

Numbers.

107. One of the salient features of the quinquennium is the development of hostels. There has been an increase of 71 per cent in the number of hostels and of boarders. Private enterprise has also been responding to increasing calls. Hostels under private management have risen 88 per cent to 59. Denominational hostels are springing up. There are good Marwari hostels, one at Wardha and the other at Dhamangaon. In the latter food, clothing, books, etc., are all provided gratis to Marwari Brahman boys by its Manager, Mr. Shri Narayan Seth. There is a Bohra hostel at Burhanpur, a Jain hostel in Jubbulpore Circle, a Kayastha hostel at Saugor, five Muhammadan hostels in different places, and a Mahar hostel at Akola. A hostel open to all Indian School pupils in Jubbulpore is maintained by the Young Men's Christian Association with a grant from Government, and a grant has also been given to the same agency for the contruction of a hostel at Nagpur, which will be supplementary to the Morris College and Hislop College hostels.

These facts signify the popularity of hostel arrangements and recognition of salutary effects of hostel residence.

Expenditure.

108. The non-recurring expenditure is shown in General Table VIII and the recurring in General Table IV in the column headed "Miscellaneous" under the sub-head "Hostel Boarding Charges." The recurring expenditure represents the cost of servants, lights, rents, rates and taxes, superintendence, medical aid and minor contingencies and includes messing charges of European hostels only. In College hostels the Government bears all the recurring expenditure and realises Rs. 2 per mensem from each resident, whereas in Secondary Schools it provides free quarters to the Superintendent, pays for medical aid and the scavenger, contributes Rs. 20 per mensem per head towards other recurring expenditure and recovers Re. 1 per mensem from each boarder. In Normal School hostels the boarder pays nothing; all the recurring expenses being incurred by Government. In the Girls' High School hostel each resident pays Re. 1 per mensem, and the Government pays all the recurring expenditure. Recurring expenditure excludes all messing charges.

The subjoined table gives the average annual cost and the average annual fee collections per boarder in Government Colleges, Secondary and Normal School hostels for 1916-17 and also shows the Government share in the former :—

—	Arts Colleges Hostels.	Secondary School Hostels.	Male Normal School Hostels.	Female Normal School Hostels.	Girls' High School Hostels.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Number of residents ...	321	754	407	39	28
Recurring expenditure ...	12,137 0 0	19,945 0 0	10,860 0 0	3,299 0 0	3,902 0 0
Fees ...	5,066 0 0	9,564 0 0	...	...	255 0 0
Average cost per resident ...	37 12 9	26 6 5	26 11 2	84 9 5	103 9 5
Average fees ...	15 12 9	12 11 2	...	...	9 1 7
Net cost to Government ...	22 0 0	13 11 3	26 11 2	84 9 5	94 7 10

In the Training College together with its ancillaries the recurring expenditure for 186 residents was Rs. 4,780, which gives Rs. 25-11-2 as the average annual cost per resident. This is all borne by Government. All these figures exclude messing charges.

Messing charges, which are, of course, all borne by residents, range from Rs. 10 to Rs. 12 in Colleges, Rs. 5-8-0 to Rs. 8-0-0 in High Schools, and Rs. 4-8-0 to Rs. 7-0-0 in Anglo-Vernacular Middle and Normal Schools.

Supervision.

109. Each Government hostel is under the supervision of a member of the staff who resides in free quarters attached to the hostel and is assisted by the hostel Monitor or Prefect, a boy selected from among the senior boarders. The Prefect is mostly responsible for the internal management of the hostel. In Colleges, Girls' Schools and Normal Schools more than one member of the staff is usually engaged in hostel supervision work, and free quarters are also given to the Assistant Superintendents. The hostel has its time-table and rules. The roll is called at fixed hours at night and early in the morning.

Hostel life.

110. The Government hostel generally stands outside the town on a healthy site. The premises and surroundings are kept clean and sanitation is satisfactory. The rooms are airy and commodious. The minimum dormitary space in plans for new buildings or improvement of old buildings is 60 square feet and 900 cubic feet in College and Normal School hostels and 54 square feet and 810 cubic feet in Secondary School hostels. The rooms are equipped with necessary furniture, cots, tables, chairs, etc. A few hostels have gardens in their yards. Medical aid can be had whenever necessary, and the local Assistant Surgeon pays regular visits.

The boarders take an active part in the management of the hostel and the mess. In Marathi areas common Hindu messes are the rule. In the north and east of the Province (Hindi) caste scruples have hitherto been against these common messes. But these scruples are fast disappearing and common messes spreading. For such messes they elect their own accountants, auditors, weighers, meal masters, etc. Two or three of them in turns go to the bazar to make purchases, and on return present their puchases and accounts to the Superintendent or the Prefect and the Accountant who keeps an eye on quality and price. In school hostels larger items of expenditure on firewood and grain are controlled directly by the Superintendent and the Head master. The whole system is a sort of self-government, which gives practical training in every day affairs and develops self-dependence, self-confidence and comradeship.

The influence of hostel life on the moral and physical growth of students and pupils is now obtaining universal recognition. The rules of the University and department now require that any student or pupil who does not live with a parent or approved guardian shall reside in an approved hostel or lodging. This rule has only recently been framed by the University, but, as regards schools, has been in force during the quinquennium, and though at the outset it was in many institutions a dead letter the multiplication and growing popularity of hostels facilitate its application.

CHAPTER XVII.

MEDICAL INSPECTION AND SCHOOL HYGIENE.

Medical inspection.

111. Medical inspection of pupils in schools is conducted so far as resources of the Medical Department permit. All schools in dispensary towns are inspected once a month by the Sub-Assistant Surgeon, who examines the health of pupils, recommends medicines for such common ailments as opthalmia, itch, sore-eyes, enlarged spleen, etc., and investigates the general sanitation of the school and its surroundings. Civil Surgeons and other touring medical officers inspect and report on the condition of such other schools as they come across in their tours. In some districts there have been instituted travelling dispensaries and itinerant doctors who during their rounds examine and treat the more remote schools. Vaccinators also visit schools and voluntary revaccinations have been increasing. Though vaccination is compulsory only in Municipalities, enquiries regarding unvaccinated children, which are always made at inspection, reveal a very small number of such cases. All hostels are under medical charge of a Sub-Assistant Surgeon or an Assistant Surgeon who recives a monthly allowance.

A scheme for the more thorough medical inspection of school by the departmental employment of experts was prepared in 1914-15, but the final decision of the Local Administration has been reserved pending improvement of the financial situation.

School Hygiene.

112. As regards School Hygiene, special attention was paid to the provision of suitable hostel accommodation for pupils of Colleges and Secondary Schools who do not reside with parents or guardians. Many new hostels were built and existing ones enlarged to meet the increased demand during the quinquennium. Sanitary, dietary and other arrangements of hostels and messes are closely supervised. Standard plans of Government hostel and High, Anglo-Vernacular Middle, Normal and Primary School buildings have been drawn up with some care as regards light, ventilation, area per student, orientation, etc., and are now being carefully revised in the light of more recent regulations that have been framed in consultation with the Sanitary Commissioner. The great activity in building and also in school games which has been recorded elsewhere is hygienically most important and the transfer of schools from congested areas to open sites outside the town or village is producing excellent results.

Special attention is being paid by inspecting officers to cleanliness in person and attire of pupils, particularly of village schools where such attention is most needed.

Pamphlets on village sanitation and leaflets on epidemic diseases have been supplied to all schools and were explained to pupils. Almost every school boy now knows the precautions to be taken in epidemics of plague, cholera, malaria, small-pox, etc. The number of teachers and pupils who voluntarily offered themselves for inoculation against plague has risen steadily. Systematic provision is made for the sale of quinine by school masters which has grown very rapidly. An interesting experiment was made of quininizing school children in hyperendemic areas of some districts. In Seoni and Betul Districts the Deputy Commissioners inaugurated most valuable work. The children were given doses of quinine by teachers as instructed by Medical Officers and the results were recorded in registers opened specially for the purpose. The experiment yielded satisfactory results.

Smoking is strictly prohibited by Departmental rules which prescribe corporal punishment for pupils found smoking on school premises.

To reduce the mental strain the amount of home work for students has been considerably curtailed in Secondary Schools, while in Primary Schools it has almost been stopped. Further simplification of our examination system with a view to reduction of strain is now under contemplation.

As a basis for a more intelligent hygienic campaign in our Schools Hygiene has definitely been included in the Normal School course of study. A syllabus on Temperance is under preparation. First Aid and Hygiene classes have been organised during the latter half of the quinquennium by the St. John's Ambulance Association in co-operation with the Department and a certain measure of success was attained. In 1915-16 lectures in First Aid only were given by local Assistant Surgeons at 24 centres. The concluding examination was held by Civil Surgeons. Out of 38 teachers and 726 students who attended the lectures 24 teachers and 369 students passed the examination and obtained certificates.

In 1916-17 courses both in First Aid and Hygiene were established at 30 centres, mainly for teachers of Government and Aided High, Anglo-Vernacular Middle and Normal, Male and Female, Schools; students from the highest classes only were admitted to make up the maximum number 30 fixed for a class. The object this time was to train the teachers rather than to teach the students. The courses were the senior courses of the Ambulance Association. These lectures also were given by local Assistant Surgeons, but for examining the classes the Medical Department lent a special officer, an Assistant Surgeon, for three months. In the First Aid course out of 444 candidates 167 or 37·7 per cent passed, and in the Hygiene course out of 423, 167 or 39·4 per cent came out successful. Better results would have been obtained had not the work been interrupted by plague and had not rather an inconvenient time been selected for these examinations.

These classes are to be continued. Special steps for the medical inspection of certain Girls' Schools have been recorded under female education.

CHAPTER XVIII.

MISCELLANEOUS.

Imperial Grants.

113. During the quinquennium non-recurring grants to the extent of 19·40 were received, of which 15·17 were spent in addition to a sum of 2·67 from the 4 lakhs grant given in 1911-12. The total unspent balance amounts to 3·85. Recurring grants amounting to 6·14 were also received and fully utilised during the quinquennium. The annexed tables show the expenditure under each grant and also under each Budget head for each year of the quinquennium.

Of the non-recurring grants the largest allotment has been to Secondary Education—7·35—for hostels, laboratories and playing fields in addition to class room accommodation. To the total allotment for hostels under various heads has been due the remarkable development of hostel life noted elsewhere. Next after Secondary Education comes Elementary Education with 6·53, the bulk of which has been spent by Local Bodies on Vernacular School buildings. From the other grants substantial help has been drawn towards such important works as the Robertson College, Jubbulpore, the Engineering School, the Medical School and the Rajkumar College. European School buildings have been put in good order, Government Girls' School buildings improved, and the needs of Muhammadan High Schools satisfied.

Of the recurring grants Vernacular Education (including Normal Schools and Inspecting Agency) has received the largest share, 3·82. The grant has enabled District Councils to make their teachers' posts pensionable and to improve their pay and also to open a substantial number of new schools. The reorganisation of Normal Schools and the steady growth of the Deputy Inspectors' cadre have received some assistance from the grant. An allotment of 1·10 to Secondary Education has enabled us to increase substantially our provision for Grants-in-Aid and made practicable the reorganisation of our Subordinate Educational Service, consisting mainly of secondary school teachers. The smaller allotments have facilitated such schemes as the development of Industrial Schools and award of Agricultural scholarships by the Department of Agriculture, the improvement of College staffs, the opening of a Motor class in the Engineering School, the improvement of the female inspecting agency and Government Girls' School cadre, the establishment of the Government Girls' High School, the improvement of the European School staffs, and increased provision for Muhammadan scholarships and Persian instruction.

ANNEXURE A.

Statement showing the allocation of and expenditure from recurring Imperial grants for the quinquennium 1912—1917.

[The amounts are shown in thousands.]

Minor head under 22—Education.	Detailed head.	Particulars.	Amounts allotted from Imperial grants.						Actual expenditure.						Difference between columns 15 and 10.	Remarks.
			1912-13 Darbar grant 2·60.	1913-14 General 2·59.	1912-13 Aided Schools ·35.	1913-14 Muhammadan Education ·10.	1914-15 General ·50	Total grants 6·14.	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
22-B.—Inspection ...	Staff ...	(*a*) Boys' Schools ...	20	23	...	3	...	58	1,93	2,12	2,33	2,51	2,68	2,68	75	
		(*b*) Girls' Schools ...	12	...	...	...	...									
22-C.—Government Colleges, General.	Improvement of Colleges ...	...	...	30	...	...	...	30	48	60	66	76	128	1,60	1,12	
22-D.—Government Colleges, Professional.	Extension of Technical and Industrial Education.	(*a*) Engineering Schools ...	6	...	...	...	...	10	75	1,07	1,20	1,39	1,44	1,64	89	
		(*b*) Agriculture College Scholarship.	...	4	...	...	...									
22-E.—Government Schools, General.	(1) Secondary Schools ...	(*a*) Boys' Schools ...	...	58	...	6	...	90	2,69	2,97	3,59	3,39	3,60	3,96	1,27	
		Establishment and hostels...	17	...	...	...	...									
		(*b*) Girls' Schools ...	6	3	...	...	...									
	(2) Primary Schools managed by Government.	Girls' Schools ...	10	17	...	...	...	27	88	91	96	1,03	1,11	1,19	31	
	(3) Grants to Local Bodies for Primary Education.	(*a*) Pay and pension of teachers.	66	21	...	...	...	3,23	5,49	5,77	6,60	7,66	8,64	8,71	3,22	
		(*b*) Extension of Eduation ...	1,00	86	...	...	50									
	(4) Industrial Education. ...	Grants for Industrial Schools.	3	...	...	...	...	(*c*) 3	...	...	...	...	...	...	...	
22-F.—Government Schools, Special.	Training Schools ...	Normal Schools ...	7	6	...	...	...	13	84	97	105	110	1,26	1,47	63	
22-G.—Grant-in-aid ...	Secondary Schools ...	(*a*) Secondary Schools ...	...	...	35	...	...	59	1,10	1,38	1,54	1,70	2,30	2,15	1,05	
		(*b*) European Schools ..	13	11	...	...	...									
22-H.—Scholarships ...	Secondary Schools other than European.	For Muhammadans ...	...	...	...	1	...	1	22	36	42	48	55	58	36	
		Total ...	2,60	2,59	35	10	50	6,14	14,38	16,15	18,35	20,02	22,86	23,98	9,60	

(*c*) This grant was transferred to the Director of Industries for Industrial Schools.

ANNEXURE B.

Statement showing the expenditure during 1912—1917 *and the unexpended balance out of the Imperial grants for expenditure on Education (recurring).*

Purpose of grant.	Amount of grant.	Year in which made available for first time.	Total amount received till end of 1916-17.	Remarks.
1	2	3	4	5
Recurring.	Rs.		Rs.	Total amount of recurring grants received (in thousands).
Improvement of Aided English Schools ...	35,000	1912-13	1,75,000	1912-13 ... 2,95
Durbar grant	2,60,000	1912-13	1,3,00,000	1913-14 ... 5,64
General Improvement of Education ...	2,59,000	1913-14	10,36,000	1914-15 ... 6,14
Muhammadan Education ...	10,000	1913-14	40,000	1915-16 ... 6,14
General Improvement of Education ...	50,000	1914-15	1,50,000	1916-17 ... 6,14
Total ...	6,14,000	...	27,01,000	27,01

Total Provincial expenditure under the heads under which the grants were spent *minus* the standard of expenditure under those heads according to actual in 1911-12, *vide* columns 10 to 15 in the Annexture A—

1912-13	... 16,15 − 14,38	= 1,77
1913-14	... 18,35 − 14,38	= 3,97
1914-15	... 20,02 − 14,38	= 5,64
1915-16	... 22,86 − 14,38	= 8,48
1916-17	... 23,98 − 14,38	= 9,60
	Total ...	29,46

Total amount by which recurring expenditure of 1916-17 exceeded recurring expenditure 1911-12 under the heads under which grants were spent, *vide* column 16 in Annexure A—960.

Total amount of recurring grant—614.

ANNEXURE C.

Statement showing the non-recurring grants allotted by Government of India and the expenditure from them.

Object.	Amounts allotted from Imperial grants.						Amount spent in.							Unspent balance on 31st March 1917.
	1911-12 for general purposes, Rs. 4,00,000.	1912-13 for hostels, Rs. 1,50,000.	1913-14 for miscellaneous purposes, Rs. 13,00,000.	1913-14 for hostels, Rs. 4,75,000.	1914-15 Mohammedan Education, Rs. 15,000.	Total grants.	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Elementary Schools.														
Boys—														
(*a*) Training Schools ...	80,000	...	...	...	...	80,000	40,500	39,500	...	...	...	...	80,000	...
(*b*) Vernacular Schools (Grants to Local Bodies.) ...	73,000	...	5,00,000	...	...	5,73,000	26,800	46,200	...	2,43,067	1,66,666	88,124	5,70,857	2,143
Girls ...	...	...	50,000	...	...	50,000	...	...	2,000	8,954	15,114	15,000	41,068	8,932
Secondary Schools—														
Buildings ...	20,000	...	3,00,000	...	15,000	3,35,000	...	20,000	7,500	1,11,184	1,85,960	23,227	3,47,871	13,156
Laboratories ...	45,000	...	50,000	...	...	95,000	...	45,000	7,000	13,285	3,688	...	68,973	
Hostels ...	30,000	98,000	...	27,412	...	1,55,412	11,000	46,555	54,406	43,412	...	...	1,55,373	39
Play-grounds ...	...	...	1,50,000	...	...	1,50,000	..	...	...	35,539	11,074	5,332	51,945	98,055
Special (Rajkumar College).	...	...	50,000	...	...	50,000	...	...	50,000	...	...	...	50,000	...
European Schools ...	50,000	16,000	1,50,000	...	...	2,16,000	...	45,000	6,000	67,400	28,910	53,690	2,01,000	15,000
Technical—														
Engineering School ...	70,000	...	...	...	...	70,000	10,000	48,000	12,000	...	...	...	70,000	...
Medical School ...	...	...	50,000	...	...	50,000	...	...	50,000	...	...	...	50,000	...
Colleges—														
Lecture room ...	32,000	...	...	...	...	32,000	30,000	...	...	2,000	...	...	32,000	...
Hostel ...	...	36,000	...	2,00,000	...	2,36,000	...	...	16,000	2,00,000	20,000	...	2,36,000	...
Unallotted ...	...	...	...	2,47,588	...	2,47,588	...	...	...	...	...	...	...	2,47,588
Total ...	4,00,000	1,50,000	13,00,000	4,75,000	15,000	23,40,000	1,18,300	2,90,255	2,04,906	7,24,841	4,31,412	1,85,373	19,55,087	3,84,913

Grant-in-aid Code Non-European Schools.

114. This Code was revised in 1914-15. The important changes have already been summarised in the 1915-16 Report. For buildings the maximum grant is one-third, for equipment one-half and for maintenance (recurring) one-third of the actual expenditure.

Education Manual.

115. A new edition of this Manual, which includes departmental rules issued under the authority of the Government, was prepared in 1916-17, Mr. Kilroe, Indian Educational Service, being placed on special duty for the purpose. It is being published this year. Such important changes as have been embodied in it have been referred to under different sections of this report. Much needed rearrangement and simplification have been effected.

Plague and Open Air Schools.

116. During the latter half of the quinquennium outbreaks of plague considerably dislocated educational work throughout the Province. In previous epidemics schools were closed for three or four months continuously to a great loss to the students, but during these visitations attempts were made to maintain boys' schools near health camps under trees or in temporary structures provided by Government, Boards, School Committees or private persons. Temporary hostels were erected for High School Classes VI and VII and for the highest classes of Normal Schools. The teachers generaly built their huts close by. The success of the measure depended largely on the co-operation of Local Bodies and the Public. District and Tahsil officers rendered valuable help particularly by reserving suitable sites at different camps. These classes have been most successful in Berar where 294 schools of all grades continued thus to be held during last year's visitation. The attendance in the High and Anglo-Vernacular Middle School classes was practically equal to that of normal times while the Primary Schools mustered 30 per cent to 50 per cent attendance. The students of Amraoti schools are reported to have enjoyed the camp school life. Fair results were also obtained in parts of the Jubbulpore Circle. Elsewhere attendance has so far been poor but a valuable precedent has been established and with the experience of the last two years the officers and staffs are better equipped for the work if the necessity for it unfortunately arises in the future.

Reformatory School.

117. In the Reformatory School at Jubbulpore the numbers were 61 in 1916-17 against 62 in 1911-12. During the five years 64 were admitted and 65 dicharged. Of the present strength, 23 are Hindus, 15 Muhammadans, 2 Indian Christians, 13 Gonds and Aborigines and 8 of other castes. The education is both literary and industrial. 12 are learning carpentry, 6 blacksmith's work, 12 tailoring, 5 cane-weaving and painting and 26 gardening. 39 passed the Primary Examination during the quinquennium and candidates are also presented for the Bombay School of Art Drawing Examinations.

During the quinquennium it was ruled that under-trial juveniles who used to be detained in the Central Jail should be detained in this institution.

The total net expenditure and cost per head were Rs. 13,830-15-4 and Rs. 234-14-1 respectively against Rs. 15,854 and Rs. 259 in 1911-12, the decrease being due to reduction in the staff and non-payment of house rent drawn by the previous Superintendent.

The School is doing good work. General Booth-Tucker of the Salvation Army who visited the School in 1916-17 with his wife observed "It is certainly one of the best managed and appointed Reformatories we have seen in India and we wish it every succees."

Careers of pupils discharged from the Reformatory School, Jubbulpore, in the five years, i. e., 1912-13 *to* 1916-17.

Name of School.	Number who left the School in five years.		Number traced.						Untraced.	Transferred to other Reformatory or released on appeal and escaped.	Remarks.
	Year.	Number discharged.	Employed.	Unemployed.	Reconvicted.	Bad characters placed under Police surveillance, *vide* Rule 117, Reformatory Code.	Dead.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12
Reformatory School, Jubbulpore.	1912-13 ...	10	9	...	...	...	...	9	1	3	
	1913-14 ...	16	10	...	1	...	...	11	5	5	
	1914-15 ...	12	10	...	...	...	...	10	2	3	
	1915-16 ..	7	5	1	...	...	...	6	1	1	
	1916-17 ...	8	7	1	...	...	...	8	...	...	
	Total ...	53	41	2	1	...	...	44	9	12	

There is one School attached to the Jail at Narsinghpur where 93 juvenile convicts are taught by literate convicts. The Inspector-General of Prisons in establishing and developing the School has been in consultation with the Education Department.

Education of Defectives.

118. Two Deaf and Dumb Schools were opened under private management during the quinquennium, one at Nagpur and the other at Amraoti. They first teach deaf-mutes to understand words by lip observation and to communicate ideas by articulate sounds and afterwards the three R's in Vernacular. There are 8 pupils at Nagpur and 10 in Amraoti. Both Schools get Government grant and the Amraoti School is also aided by the Municipality and the District Board. In Amraoti Drawing is also taught. One girl from the Amraoti School, after she had learned to speak, hear, read and write, joined the local Government Girls' School for further education and is getting on very fairly. One boy from the same school after having finished the course joined the Carpentry Class of the local Technical Institute.

Much credit is due to the enterprise of Mr. T. K. Parande and Mr. G. V. Phadke who opened these institutions after receiving the necessary training. The education of defectives is a most important subject demanding the direct attention of Government but this Department as at present organised cannot deal effectively with it.

Jains.

119. Jain pupils increased from 4,644 to 5,273 during 1916-17—4 to 5 in Colleges, 1,186 to 1,280 in Secondary Schools, 3,432 to 3,960 in Primary Schools and 21 to 28 in special schools. About half of them are in Jubbulpore Division. Marwaris and Jains have, of late, been taking an interest in Secondary Education of their boys. They have started some schools in the Province. The Marwari High School at Wardha is making good progress. Jain schools give religious instruction also along with secular education and do not generally seek Government aid.

Text-book Committee.

120. The organisation and methods of the Text-Book Committee remained unchanged during the quinquennium. The Committee's work has increased greatly during the quinquennium as the following table shows :—

	In 1911-12.	In 1916-17.	During the quinquennium 1912—17.
Number of books submitted to Director of Public Instruction ..	102	714	2,128
Number of books rejected by Director of Public Instruction ..	23	84	770
Number of books sent to Preliminary Readers	84	237	721
Number of books referred to Text-Book Committee ...	16	188	284
Number of books sanctioned as text-books	11	58	96
Number of books sanctioned as Library and Prize books ...	67	545	1,235
Number of books still under consideration	1	27	27

Book Depôts.

121. During the period under review the arrangements for the supply of school books, maps and other materials were revised and reorganised. The Government Book Depôt in Berar was abolished and the Educational Book Depôt, Jubbulpore, is now the sole agent for supply recognised by the Department. From this firm books and materials are supplied to the various sub-depôts maintained by the department.

Keys.

122. The use of keys, epitomes and other cram books is discouraged and condemned by the Department. Inspecting officers and heads of institutions take all possible care to insist upon the observance of departmental orders regarding the use of such books only as are on the sanctioned list. In spite of these precautions these harmful productions still seem to be in circulation among students mainly in institutions above the vernacular stage. It is reported that teachers in many cases countenance their use indirectly by connivance.

The books thus used include (1) keys to text-books in English prose and poetry, (2) keys to Sanskrit courses, (3) guides to and catechisms to History and Geography, (4) Notes on Science, (5) glossaries of English Readers for Anglo-Vernacular Middle Schools, meanings of difficult words and phrases in Vernacular Readers.

The Inspector, Berar Circle, says " The Geography key which consists of tables of all the countries in each continent, all the chief mountains, rivers and towns in each country, etc., and the " History Key " which gives lists of dates,

kings, Viceroys, etc., are still considered by some Matric candidates as indispensable for proper preparation for the examination and they cling to these well thumbed pages till the last minute before entering the examination hall." The Head Master, Hitkarini High School, Jubbulpore, complains that Allahabad Professors and teachers are carrying on brisk trade in such productions.

With increase in the number of trained teachers and spread of intelligent methods of teaching and examining in schools and University the use of these books will be gradually reduced. It must not be forgotten that these keys are an attempt, well meant though misconceived, to supply what at present our teachers fail to give.

Students' Advisory Committee.

123. The Director of Public Instruction continued to be Chairman of the Committee. Mr. Cheshire, Indian Educational Service, late Assistant to Dr. Arnold in England, took the place of Mr. G. S. Carey, late Principal of the Rajkumar College, and the Inspector-General of Civil Hospitals, Director of Agriculture, Sir Bezonji Dadabhoy and Khan Bahadur H. M. Malak joined the Committee of which the total strength was raised to 28. Mr. S. R. Pandit, Barrister-at-Law, discharged the duties of Secretary carefully and effectively throughout the period and his honorarium has been raised from Rs. 50 to Rs. 100 per mensem.

Necessary and full information has been received from the Secretary for Indian Students and the Government of India. A supplement was issued to the Brochure of information published by this Committee which includes the information noted above and also much information collected by the Provincial Committee. This is widely distributed and the existence and functions of the Committee are also widely advertised.

During the quinquennium 289 students sought the assistance of the Committee of whom 83 wished to study for the Bar, 58 for the Cambridge Locals and 28 for the Indian Civil Service. In 1913-14 the number of applicants rose to 81 and the War caused a decline in the succeeding years. Of these applicants more than half were obviously not suited for study in England and had to be dissuaded from the venture. In the last four years 20 students proceeded to England under the auspices of the Committee. The figures for the first year are not forthcoming. There has been the usual correspondence on behalf of students actually proceeding to England and those already there. The War has increased the anxiety of parents, the difficulties of students and consequently the correspondence of the Secretary.

A Sub-Committee was formed to report on the character, means, capacity and eligibility of candidates for the Bar under the new regulations of the Innes of Court.

Acknowledgments.

124. In the preparation of this Report I have been assisted for three months by Mr. Kulkarni, B.A., Assistant Inspector of Schools, Berar, to whose industry I am greatly indebted. He was selected for this special duty as a careful and systematic worker, and I have had no reason to regret the choice.

Under the careful and tactful superintendence of Mr. C. Biden, my office has responded with cheerful loyalty to the demands made by work that has grown steadily in bulk and complexity. The vigilance and enterprise shown by Mr. Kilroe and Mr. Evans as Assistant Director have relieved the Director of a substantial portion of his heavy burden. The Department as a whole deserves recognition of its loyal and conscientious service. It would be invidious to single out a few for special praise, and I am taking steps to convey to all who have been specially mentioned in Circle District or College Reports my appreciation of their work. I have always found that the surest antidote to the depression arising out of past failures or present difficulties is personal contact with the officers of this Department.

A. I. MAYHEW,

Director of Public Instruction,

Central Provinces.

NAGPUR:

The 26th September 1917.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE CENTRAL PROVINCES AND BERAR AT THE END OF THE OFFICIAL YEAR 1916-17.

(For details see General Table III.)

Area and Population.			Particulars.	Public Institutions.								Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to population of scholars in	
				University Education.		School Education, General.			School Education, Special.		Total.								
Total area in square miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.		Advanced.	Elementary.	Total.		Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
99823	Towns* ... 112	Males ... 6,930,392	*Institutions.* For Males ...	4	3	414	3,698	4,119	7	12	4,138	22	28	50	4,188	9·4	9·3	...	....
	Villages ... 39,005	Females ... 6,985,916	For Females ...	...	...	43	316	359	3	3	365	...	8	8	373	107	105	...	...
	Total ... 39,117	Total ... 13,916,308	Total ...	4	3	457	4,014	4,478	10	15	4,503	22	36	58	4,561	8·7	8·6	...	...
			Scholars. Males ...	1,093	254	55,057	2,73,950	3,11,254	607	459	3,12,322	660	831	1,491	3,13,813	...	...	4·50	4·53
			Females ...	1	...	3,032	33,516	36,549	107	83	36,739	44	569	613	37,352	...	...	·53	·53
			Total ...	1,094	254	58,089	2,87,466	3,47,803	716	542	3,49,061	704	1,400	2,104	3,51,165	...	...	2·5	2·5

* All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

GENERAL

Abstract Statement of Expenditure on Public

(For details see

	Total Direct expenditure on Public Instruction.							Total.
	University Education.		School Education, General.			School Education, Special.		
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools. Upper.	Primary Schools. Lower.	Training Schools.	All other Special Schools.	
1	2	3	4	5		6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions. For Males ...	2,05,275	85,214	11,74,680	12,77,515	1,53,691	87,481	1,26,574	31,10,430
For Females ...	...	...	85,021	1,64,354	19,145	19,795	9,745	2,98,060
Total ...	2,05,275	85,214	12,59,701	14,41,869	1,72,836	1,07,276	1,36,319	34,08,490
2. (*a*) Percentages of Provincial expenditure included in columns 2—16 to total Provincial expenditure on Public Instruction	7·65	4·63	23·62	9·54	1·01	6·61	7·16	60·30
(*b*) Percentages of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on Public Instruction.	...	...	14·49	57·13	7·32	...	·01	78·95
(*c*) Percentages of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction.	...	...	32·71	36·20	1·33	...	·28	70·52
(*d*) Percentages of total expenditure in columns 2—16 to total expenditure on Public Instruction.	4·19	1·74	25·73	29·43	3·53	2·19	2·78	69·61
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues.	201 2 8	292 2 11	20 14 6	7 10 2	7 1 1	153 3 5	467 15 7	27 11 3
Government Institutions. Cost to Local and Municipal Funds.	...	...	...	0 0 11	0 1 8	...	...	0 0 6
Total Cost ...	269 11 5	336 13 0	37 3 0	7 12 3	7 4 8	153 4 11	468 2 0	36 4 0
Local Fund and Municipal Board Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Local Fund and Municipal Board Schools. Cost to Local and Municipal Funds.	...	...	10 10 9	5 2 2	5 5 0	...	...	5 14 8
Total Cost ..	...	...	10 10 9	5 2 2	5 5 0	...	...	5 14 8
Aided Institutions. Cost to Provincial Revenues.	14 12 9	...	16 9 7	4 14 6	0 11 6	24 0 0	63 10 10	9 6 5
Aided Institutions. Cost to Local and Municipal Funds.	...	...	0 4 6	1 0 4	1 8 11	...	6 13 10	0 13 8
Total Cost ...	102 4 1	...	43 8 10	15 0 0	4 4 6	90 6 5	147 14 3	26 15 7
Unaided Institutions. Total Cost ...	...	...	33 9 1	4 10 7	4 0 4	..	48 2 5	6 10 8
All Institutions. Cost to Provincial Revenues.	113 11 5	292 2 11	6 4 4	9 9 9	0 7 8	148 10 8	231 6 0	2 12 4
All Institutions. Cost to Local and Municipal Funds.	...	...	7 0 1	4 9 2	3 12 10	...	3 6 3	4 14 4
Total Cost ...	191 2 1	336 13 0	20 14 5	5 12 3	5 1 10	151 1 6	493 1 8	9 13 9

TABLE II.

Instruction in the Central Provinces and Berar for the official year 1916-17.

General Table IV).

Total indirect expenditure on public instruction.							Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs,	Rs.	
...	74 198	2,32,881	95,292	6,09,491	3,01,358	13,13,220	44.23,650	
...	...	37,100	7,709	38,542	91,255	1,74,606	4,72,666	
...	74,198	2,69,981	1,03,001	6,48,033	3,92,613	14,87,826	48,96,316	
...	4·65	16·83	5·62	4·81	7·79	39·70	100·00	
...	...	·08	·15	19·31	1·51	21·05	100·00	
...	...	...	·27	25·71	3·50	29·48	100·00	
...	1·52	5·52	2·10	13·23	8·02	30·39	100·00	

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.								
Arts Colleges.								
English ... ... for males ...	3	573	570	447	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Oriental ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Colleges for Professional Training.								
Law ... for males ...	1	130	130	106	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Medicine ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Engineering ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Teaching ... for males ...	1	65	65	63	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Agriculture ... for males ...	1	59	58	58	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Veterinary ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Commercial ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Forestry ... for males ...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Total ...	6	827	823	674	...	...	...	...
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
High Schools for males	19	2,708	2,668	2,292	3	306	323	261
Middle Schools for males ... English ...	42	5,502	5,805	4,714	50	5,673	6,072	4,945
Vernacular ...	6	607	597	490	196	33,019	32,895	23,557
High Schools for females	1	9	9	7	...	...	...	...
Middle Schools for females ... English ...	1	45	45	34	...	...	...	...
Vernacular ...	10	1,061	1,069	716	...	...	...	...
Total ...	79	9,932	10,193	8,253	249	38,998	39,290	28,763

TABLE III.

official year 1916-17 *in the Central Provinces and Berar.*

Public institutions.								Grand Total of Institutions.	Grand Total of Scholars on 31st March 1917.	Number of Scholars on 31st March learning.			Number of girls in boys' schools.	Number of boys in girls' schools.
Under Private Management.														
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						English.	A Classical Language.	A Vernacular Language.		
Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.							
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	521	504	456	...	...	...	...	4	1,091	1,094	508	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	130	130	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Primary Schools.								
For males ... ... { Upper	9	1,014	1,055	848	2,680	2,22,026	2,20,697	1,56,000
... { Lower	2	243	257	209	523	23,707	23,126	16,838
For females ... { Upper	172	10,585	10,661	6,978	1	31	30	14
... { Lower	40	1,718	1,671	1,024	...	...	...	...
Total ...	223	13,560	13,644	9,059	3,204	2,45,764	2,43,853	1,72,852
SCHOOL EDUCATION, SPECIAL.								
Training Schools ... { for males	7	609	612	472	...	...	...	...
... { for females	2	77	73	50	...	...	...	...
Schools of Art ... { for males	...	...	...	...	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Law Schools ... { for males	...	...	...	...	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Medical Schools ... { for males	1	55	52	49	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. ... { for males	1	39	35	28	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Technical and Industrial Schools. ... { for males	1	54	45	41	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Commercial Schools ... { for males	...	...	...	...	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Forest Schools ... { for males	1	32	32	32	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Reformatory Schools ... { for males	1	*48	46	45	...	...	...	...
... { for females	...	...	...	...	...	...	...	...
Other Schools ... { for males	..	...	...	...	...	...	...	...
... { for females	...	...	...	...		...	...	...
Total ...	14	914	895	717	..	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	322	25,223	25,555	18,703	3,453	2,84,762	2,83,143	1,01,615

* Excludes 9 Primary passed.

TABLE III.—(*Concld.*)

year 1916-17 *in the Central Provinces and Berar.*

Public Institution.								Grand Total of Institutions.	Grand Total of Scholars on 31st March 1917.	Number of Scholars on 31st March learning.			Number of girls in boys' schools.	Number of boys in girls' schools
Under Private Management.														
Aided by Government, by Local Funds or Municipal Boards.				Unaided.										
Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.		
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
135	9,476	8,484	7,103	85	5,316	5,313	3,462	2,909	2,37,812	492	59	2,37,461	14,188	...
119	3,268	3,251	2,554	145	4,402	4,314	3,094	789	31,620	...	...	31,620	1,529	...
64	4,355	4,335	2,940	3	130	102	71	240	15,101	638	128	14,463	...	215
8	284	285	208	28	911	883	568	76	2,913	...	...	2,913	...	...
326	17,383	16,355	12,805	261	10,759	10,612	7,195	4,014	2,87,466	1,130	187	2,86,457	15,717	215
...	...	...	...	...	...	...	...	7	609	...	106	609	...	...
1	30	25	23	...	...	...	...	3	107	...	...	107	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	55	55	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	39	39	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	169	152	134	1	48	40	45	6	271	98	...	196	...	...
3	79	74	65	...	...	...	...	3	79	...	...	79	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	32	...	...	32	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	48	...	...	48	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	18	18	13	...	...	...	...	2	18	...	...	18	4	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	296	269	235	1	48	40	45	25	1,258	192	106	1,089	4	...
450	27,437	27,061	21,409	278	11,629	11,506	7,934	4,503	3,49,061	24,208	5,440	3,43,500	16,168	224
PRIVATE INSTITUTIONS.														
1. Advanced, teaching—														
(*a*) Arabic or Persian ...							for males ..	9	323	...	323	...	44	...
							for females ..	...	...	...	...	...	...	...
(*b*) Sanskrit ...							for males ..	12	325	...	325	...	...	...
							for females ..	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic ...							for males ...	1	56	...	56	..	...	...
							for females ...	...	...	...	...	...	...	...
2. Elementary, teaching—														
(*a*) A vernacular only or mainly ...							for males ..	2	40	...	...	40	10	...
							for females ..	1	29	...	...	29	...	11
(*b*) The Koran only ...							for males ..	15	541	...	541	...	64	...
							for females ...	6	343	...	271	72	...	...
3. Other Schools not conforming to Departmental Standards—							for males ...	11	377	...	...	377	64	...
							for females ..	1	70	...	...	70	...	...
Total of Private Institutions ...								58	2,104	...	1,516	588	182	11
GRAND TOTAL OF ALL INSTITUTIONS ...							for males ...	4,188	3,29,928	23,118	6,361	3,23,964	16,350	...
							for females ...	373	21,237	1,090	595	20,124	...	235
							TOTAL ..	4,561	3,51,165	24,208	6,956	3,44,088	16,350	235

GENERAL TABLE III-A.

Number of Scholars on 31st March 1917 in the Central Provinces and Berar classified according to sex, race or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.										
ARTS COLLEGES.										
English	Male	10	16	703	286	62	6	9	1	1,093
	Female	...	1	...	...	...	...	...	...	1
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.										
Law	Male	1	1	108	15	5	...	...	...	130
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	1	50	11	2	...	1	...	65
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	29	28	2	...	...	...	59
	Female	...	...	...	...	...	...	...	...	...
Veterinary	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Commercial	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Forestry	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	11	19	890	340	71	6	10	1	1,348
SCHOOL EDUCATION, GENERAL.										
SECONDARY SCHOOLS.										
For Males.										
High Schools	Male	45	83	2,515	1,716	454	48	22	11	4,924
	Female	4	...	...	...	...	...	...	...	4
Middle Schools—										
English	Male	204	292	5,673	7,773	1,908	186	31	71	16,138
	Female	11	4	5	...	...	...	...	...	20
Vernacular	Male	...	554	4,687	24,696	3,090	376	3	1,480	34,886
	Female	...	23	90	238	42	17	1	11	422
For Females.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	25	19	6	4	...	...	...	...	54
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	161	174	27	25	...	...	7	4	398
Vernacular	Male	...	9	...	...	...	...	...	..	9
	Female	...	494	543	892	155	1	...	49	2,134
	Total	450	1,652	13,546	35,374	5,649	628	64	1,626	58,989
PRIMARY SCHOOLS.										
For males — Upper	Male	351	966	18,950	1,42,539	20,038	828	48	39,924	2,23,644
	Female	98	63	1,100	9 272	495	21	4	3,135	14,183
For males — Lower	Male	...	114	1,095	21,455	2,033	70	...	5,324	30,091
	Female	...	21	80	818	169	...	...	435	1,529
For females — Upper	Male	160	21	12	15	...	...	7	...	215
	Female	434	731	3,157	8,012	1,711	78	112	651	14,886
For females — Lower	Male	...	...	...	...	...	...	...	...	...
	Female	...	45	487	1,583	596	37	58	107	2,913
	Total	1,043	1,961	24,887	1,83,694	25,042	1,034	229	49,576	2,87,466

GENERAL TABLE III-A.—(*Concld.*)

Number of Scholars on 31st March 1917 in the Central Provinces and Berar classified according to six, race or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mubammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION, SPECIAL.										
Training Schools ...	Male	...	13	185	338	51	11	...	11	609
	Female	...	42	17	47	1	...	...	...	107
Schools of Art ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male	...	...	28	7	3	1	1	15	55
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	4	2	16	12	4	..	...	...	39
	Female	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	Male	...	182	12	52	5	...	...	20	271
	Female	...	79	...	...	...	...	...	...	79
Forest Schools ...	Male	...	1	16	11	10	...	...	...	32
	Female	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	Male	...	2	1	19	11	1	...	14	48
	Female	...	...	...	...	...	...	...	...	...
Other Schools ...	Male	...	...	7	5	...	1	1	...	14
	Female	...	...	2	1	...	...	1	...	4
	Total ...	4	321	278	492	85	14	4	60	1,258
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1,508	3,953	39,601	2,19,900	30,847	1,682	307	51,263	3,49,061
PRIVATE INSTITUTIONS.										
ADVANCED, TEACHING.										
(a) Arabic or Persian ...	Male	...	...	...	...	279	...	...	...	279
	Female	...	...	...	...	44	...	...	...	44
(b) Sanskrit ...	Male	...	...	179	56	...	90	...	...	325
	Female	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic ...	Male	...	...	56	...	...	...	...	...	56
	Female	...	...	...	...	...	...	...	...	...
ELEMENTARY, TEACHING.										
(a) In vernacular only or mainly—										
For males ...	Male	...	...	5	23	2	...	...	...	30
	Female	...	...	10	...	...	...	...	...	10
For female...	Male	...	11	...	...	...	...	...	...	11
	Female	...	18	...	...	...	...	...	...	18
(b) The Koran only—										
For males ...	Male	...	...	...	...	477	...	...	...	477
	Female	...	...	...	...	64	...	...	...	64
For females ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	343	...	...	...	343
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.										
For males ...	Male	...	...	31	78	196	...	8	...	313
	Female	...	...	...	15	36	...	13	...	64
For females ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	2	68	...	...	...	70
TOTAL OF PRIVATE INSTITUTIONS ...		...	29	281	174	1,509	90	21	0	2,104
GRAND TOTAL OF ALL INSTITUTIONS ...		1,508	3,982	39,882	2,20,074	32,356	1,772	328	51,263	3,51,165

Number of European Colleges, Schools and Scholars in

Class of Institutions.	Public			
	Managed by Government.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.
	2	3	4	5
UNIVERSITY EDUCATION.				
Arts Colleges.				
English ... ... for males ...	...	...	...	...
for females ...	...	...	...	...
Colleges for Professional Training.				
Teaching ... ... for males ...	...	...	...	...
for females ..	...	...	...	...
Total ..	...	...	...	...
SCHOOL EDUCATION, GENERAL.				
Secondary Schools.				
High Schools for males	...	...	...	...
Middle Schools—English—for males	...	...	...	..
High Schools for females	...	...	...	...
Middle Schools—English—for females ...	...	...	...	...
Total ...	...	...	...	...
Primary Schools.				
For males	...	...	...	...
For females	...	...	...	...
Total ...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.				
Training Schools ... ... for males ...	...	...	...	...
for females ...	...	...	...	...
Schools of Art ... ... for males ...	...	...	...	...
for females ...	...	...	...	...
Engineering and Surveying Schools ... for males ...	...	...	...	...
for females ...	...	...	...	...
Teaching and Industrial Schools ... for males ...	...	...	...	...
for females ...	...	...	...	...
Commercial Schools ... ... for males ...	...	...	...	...
for females ...	...	...	...	...
Other Schools ... for males ...	...	...	...	...
for females ...	...	...	...	...
Total ...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	...	...	...	...

TABLE III-B.

the Central Provinces and Berar for the official year 1916-17.

Institutions.									
Under Private Management.									
Aided by Government, by Local Funds or Municipal Boards.				Unaided.				Grand Total of Institutions.	Grand Total of Scholars on 31st March 1917.
Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.		
6	7	8	9	10	11	12	13	14	15
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
4	45	48	44	...	...	...	...	4	45
4	229	225	204	...	...	...	...	4	229
4	23	28	27	...	...	...	...	4	23
6	169	144	128	...	...	...	...	6	169
18	466	445	403	...	...	...	...	18	466
8	492	499	427	...	...	...	...	8	492
8	638	653	552	...	...	...	...	8	638
16	1,130	1,152	979	...	...	...	...	16	1,130
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
34	1,596	1,597	1,382	...	...	...	...	34	1,596

Private Institutions.

Other Schools not conforming to Departmental Standards—									
For males	...	...	...	...	...	...	...	...	...
For females	...	...	...	...	...	...	...	...	...
Total of private institutions								..	...
GRAND TOTAL OF ALL INSTITUTIONS								...	...

Number of European Colleges, Schools, and Scholars in

Class of Institutions.		Number of scholars on the 31st March learning.			Number of girls in boys' schools.	Number of boys in girls' schools.
		English.	A Classical Language.	A Vernacular Language.		
1		16	17	18	19	20
UNIVERSITY EDUCATION.						
Arts Colleges.						
English	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
Colleges for Professional Training.						
Teaching ...	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
	Total ...	...	...	...	...	...
SCHOOL EDUCATION GENERAL.						
Secondary Schools.						
High Schools for males ...	...	45	23	45	4	...
Middle Schools—English—for males ...	...	229	174	229	13	...
High Schools for females ...	...	23	23	...	...	...
Middle Schools—English—for females	...	169	168	...	...	...
	Total ...	466	398	274	17	...
Primary Schools.						
For males	...	492	59	121	104	...
For females	...	638	128	...	...	170
		1,130	187	121	104	170
SCHOOL EDUCATION SPECIAL.						
Training Schools ...	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
Schools of Art	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
Engineering and Surveying Schools ...	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
Technical and Industrial Schools ...	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
Commercial Schools ...	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
Other Schools	For males ...	...	...	...	...	...
	For females ...	...	...	...	...	...
	Total ...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...		1,596	585	395	121	170
PRIVATE INSTITUTION.						
Other Schools not conforming to Departmental Standards—						
For males	...	...	...	...	...	...
For females	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...		...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTION.		1,596	585	395	121	70

TABLE III-B.—(*Concld.*)

the Central Provinces and Berar for the official year 1916-17.—(Concld)

Classification of scholars on the 31st March according to race or creed.

Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
		Brahmans.	Non-Brahmans.					
21	22	23	24	25	26	27	28	29
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
45	...	...	...	...	...	...	...	
210	3	4	...	...	...	12	...	
23	...	...	...	...	...	...	...	
158	1	1	...	...	...	7	2	
436	4	5	...	...	...	19	2	
446	11	4	1	1	...	29	...	
594	...	8	...	...	...	33	3	
1,040	11	12	1	1	...	62	3	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
1,476	15	17	1	1	...	81	5	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
1,476	15	17	1	1	...	81	5	

Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English ... For males	1,14,667	...	...	39,070	...	...	1,53,737
English ... For females	...	...	...	...	...	...	...
Oriental ... For males	...	...	...	...	...	...	...
Oriental ... For females	...	...	...	...	...	...	...
Colleges for Professional Training.							
Law ... For males	...	...	...	11,292	...	...	11,292
Law ... For females	...	...	...	...	...	...	...
Medicine ... For males	...	...	...	...	...	...	...
Medicine ... For females	...	...	...	...	...	...	...
Engineering ... For males	...	...	...	...	...	...	...
Engineering ... For females	...	...	...	...	...	...	...
Teaching ... For males	46,926	...	...	...	...	...	46,926
Teaching ... For females	...	...	...	...	...	...	...
Agriculture ... For males	26,996	...	...	...	...	...	26,996
Agriculture ... For females	...	...	...	...	...	...	...
Veterinary ... For males	...	...	...	...	...	...	...
Veterinary ... For females	...	...	...	...	...	...	...
Commercial ... For males	...	...	...	...	...	...	...
Commercial ... For females	...	...	...	...	...	...	...
Forestry ... For males	...	...	...	...	...	...	...
Forestry ... For females	...	...	...	...	...	...	...
Total	1,88,589	...	...	50,362	...	...	2,38,951
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
High Schools for males	56,953	...	...	95,636	86	82	1,52,757
Middle Schools for males ... English	1,17,026	...	...	68,814	68	584	1,86,522
Middle Schools for males ... Vernacular	17,718	...	...	310	...	...	18,028
High Schools for females	3,428	...	...	86	...	...	3,514
Middle Schools for females ... English	6,821	...	...	206	...	...	7,027
Middle Schools for females ... Vernacular	11,176	...	18	...	...	9	11,203
Total	2,13,122	...	18	1,65,082	154	675	3,79,051
Primary Schools.							
For males ... Upper	8,523	...	498	405	360	...	9,786
For males ... Lower	472	...	200	...	240	...	912
For females ... Upper	80,919	...	147	...	...	180	81,246
For females ... Lower	13,152	...	...	...	...	...	13,152
Total	1,03,066	...	845	405	600	180	1,05,096
SCHOOL EDUCATION, SPECIAL.							
Training Schools ... For males	87,417	...	...	...	...	64	87,481
Training Schools ... For females	17,535	...	...	...	...	...	17,535
Schools of Art ... For males	...	...	...	...	...	...	...
Schools of Art ... For females	...	...	...	...	...	...	...
Law Schools ... For males	...	...	...	...	...	...	...
Law Schools ... For females	...	...	...	...	...	...	...
Medical Schools ... For males	4,656	...	...	...	...	...	4,656
Medical Schools ... For females	...	...	...	...	...	...	...
Engineering and Surveying Schools ... For males	33,372	...	...	...	...	...	33,372
Engineering and Surveying Schools ... For females	...	...	...	...	...	...	...
Technical and Industrial Schools ... For males	19,809	...	...	...	...	...	19,809
Technical and Industrial Schools ... For females	...	...	...	...	...	...	...
Commercial Schools ... For males	...	...	...	...	...	...	...
Commercial Schools ... For females	...	...	...	...	...	...	...
Agricultural Schools ... For males	...	...	...	...	...	...	...
Agricultural Schools ... For females	...	...	...	...	...	...	...
Reformatory Schools ... For males	15,840	...	...	...	...	...	15,840
Reformatory Schools ... For females	...	...	...	...	...	...	...
Other Schools ... For males	...	...	...	...	...	...	...
Other Schools ... For females	...	...	...	...	...	...	...
Forest School ... For males	24,598	...	...	...	32	...	24,630
Total	2,03,227	...	...	...	32	64	2,03,323
Total Direct Expenditure	7,08,004	...	863	2,15,849	786	919	9,26,421
Buildings, furniture and apparatus ...	39,900	149	...	...	...	472	40,521
Total Expenditure on Public Instruction	7,47,904	149	863	2,15,849	785	1,391	9,66,942

The amount of Imperial funds shewn as Provincial revenues in columns 2, 9, 16 and 27, which is expended upon
† and ‡ See notes on page XVIII and

TABLE IV.

Provinces and Berar for the official year 1916-17.

Institutions.						
Management.						
Managed by Local Funds and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	..	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
..	...	...	..	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	..
...	...	...	..	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...

Expenditure on Public Instruction in the Central

Objects of Expenditure.			Public						
			Under Private						
			Aided by Government or by Local or Municipal Boards.						
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments	Subscriptions and other sources.	Total.
1			16	17	18	19	20	21	22
			Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
UNIVERSITY EDUCATION.									
Arts Colleges.									
English	For males	...	7,458	...	...	31,574	...	12,506	51,538
	For females	...	...	...	...	...	...	...	...
Oriental	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Medicine	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Engineering	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Teaching	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Agriculture	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Veterinary	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Commercial	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Forestry	For males	...	...	...	...	...	...	...	...
	Fo. females	...	...	...	...	...	...	...	...
Total		...	7,458	...	...	31,574	...	12,506	51,538
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
High Schools for males		..	52,388	...	240	70,250	7,323	33,380	1,63,581
Middle Schools for males	English	...	86,476	...	1,320	65,718	8,307	29,917	1,91,738
	Vernacular	...	4,699	222	...	780	5,507	3,135	14,343
High Schools for females		...	4,176	...	...	2,202	2,972	3,212	12,562
Middle Schools for females	English	..	13,511	...	...	6,606	...	14,662	34,779
	Vernacular	...	3,625	...	1,026	66	3,879	7,014	15,610
Total		...	1,64,875	222	2,586	1,45,622	27,988	91,320	4,32,613
Primary Schools.									
For males	Upper	...	32,067	1,107	8,937	14,784	23,409	30,048	1,10,352
	Lower	...	2,020	5,125	276	2,706	647	2,619	13,393
For females	Upper	...	30,813	496	2,536	14,021	7,136	26,928	81,930
	Lower	...	531	...	100	...	535	569	1,735
Total		...	65,431	6,728	11,849	31,511	31,727	60,164	2,07,410
SCHOOL EDUCATION, SPECIAL.									
Training Schools	For males	...	...	...	...	...	...	...	...
	For females	...	600	...	...	279	...	1,381	2,260
Schools of Art	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Law Schools	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Medical Schools	For males	...	...	...	...	...	...	...	...
	For females	...	...	..	...	...	...	...	...
Engineering and Surveying Schools	For males	...	...	...	...	...	..	...	...
	For females	...	...	...	...	...	...	...	...
Technical and Industrial Schools	For males	...	14,615	...	1,500	...	3,926	3,440	23,481
	For females	...	710	...	...	...	3,779	5,256	9,745
Commercial Schools	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Agricultural Schools	For males	...	...	...	...	...	...	...	...
	For females	...	...	...	...	...	...	...	...
Reformatory Schools	For males	...	...	...	...	..	...	...	...
	For females	...	...	...	...	...	...	...	...
Other Schools	For males	...	700	100	75	139	1,472	374	2,860
	For females	...	...	...	...	...	...	...	...
Forest School	For males	...	..	...	..	...	...	...	...
Total		...	16,625	100	1,575	418	9,177	10,451	38,346
Total Direct Expenditure		...	2,54,389	7,050	16,010	2,09,125	68,892	1,74,441	7,29 907
Buildings, furniture and apparatus		...	36,902	..	...	219	9,150	52,078	98,349
Total expenditure on public instruction		...	2,91,291	7,050	16,010	2,09,344	78,042	2,26,519	8,28,256

The amount of Imperial funds shewn as Provincial revenues in columns 2, 9, 16 and 27, which is expended upon

TABLE IV.—(*Contd.*)

the Central Provinces and Berar for the official year 1916-17.—(Contd.)

Institutions.											
Management.											
Unaided.				Total Expenditure.						Grand Total.	Remarks.
Fees.	Endowments.	Subscriptions, and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.		
23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	1,22,125	...	...	70,644	...	12,506	2,05,275	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	11,292	...	...	11,292	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	46,926	...	...	...	...	...	46,926	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	26,996	...	...	...	...	...	26,996	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,96,047	...	..	81,936	...	12,506	2,90,489	
2,408	1,500	5,489	9,397	1,09 341	...	20,239	1,68,294	8,909	38,951	3,45,734	
5,550	3,475	8,212	17,237	2,03,502	15,087	1,31,165	1,40,112	11,850	38,713	5,40,429	
3	...	1,685	1,688	22,417	2,24,558	30,122	1,093	5,507	4,820	2,88,517	
...	...	...	...	7,604	...	...	2,288	2,972	3,212	16,076	
...	...	...	...	20,332	...	...	6,812	...	14,662	41,806	
...	...	326	326	14,801	...	1,044	66	3,879	7,349	27,139	
7,961	4,975	15,712	28,648	3,77,997	2,39,645	1,82,570	3,18,665	33,117	1,07,707	12,59,701	
2,996	2,138	19,181	24,315	40,590	9,44,226	1,99,378	18,185	25,907	49,229	12,77,515	
5,356	4,733	6,556	16,645	2,492	1,21,057	7,285	8,062	5,620	9,175	1,53,691	
...	...	932	932	1,11,732	742	2,683	14,021	7,136	28,040	1,64,354	
840	1,383	2,035	4,258	13,683	...	100	840	1,918	2,604	19,145	
9,192	8,254	28,704	46,150	1,68,497	10,66,025	2,09,446	41,108	40,581	89,048	16,14,705	
...	...	...	...	87,417	...	...	...	...	64	87,481	
...	...	...	...	18,135	...	...	279	...	1,381	19,795	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,656	...	...	...	...	...	4,656	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	33,372	...	...	...	...	...	33,372	
...	...	...	...	...	...	...	...	...	...	...	
...	...	1,926	1,926	34,424	...	1,500	...	3,926	5,366	45,216	
...	...	...	...	710	...	...	...	3,779	5,256	9,745	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	15,840	...	...	...	...	...	15,840	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	700	100	75	139	1,472	374	2,860	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	24,598	...	...	...	32	...	24,630	
...	...	1,926	1,926	2,19,852	100	1,575	418	9,209	12,441	2,43,595	
17,153	13,289	46,342	76,724	9,62,393	13,05,770	3,93,591	4,42,127	82,907	2,21,702	34,08,490	
...	636	45,849	46,485	76,802	3,19,318	1,43,509	219	9,786	98,399	6,48,033	
17,153	13,865	92,191	1,23,209	10,39,195	16,25,088	5,37,100	4,42,346	9,26,693	3,20,101	40,56,523	

institutions, etc., included in General Table III direct and not through the medium of Provincial funds, is Rs. *nil*.

Expenditure on Public Instruction in the Central

Objects of Expenditure.	Total		
	Provincial Revenues.	Local Funds.	Municipal Funds.
1	27	28	29
	Rs.	Rs.	Rs.
Buildings, furniture and apparatus	76,802	3,19,318	1,43,509
University	...	...	...
Direction	74,198	...	...
Inspection	2,68,706	1,275	...
Scholarships held in—			
Arts Colleges	9,955	...	...
Medical Colleges	2,966	...	...
Engineering Colleges	1,490	...	...
Other Professional Colleges	3,017	...	...
Secondary Schools	62,868	419	1,518
Primary Schools	1,988	...	...
Medical Schools	2,836	...	...
Engineering Schools	4,562	...	...
Technical and Industrial Schools	...	2,143	...
Other Special Schools	...	...	...
Miscellaneous	76,078	24,154	17,755
Hostel Boarding Charges	48,339	858	1,772
Total ...	5,57,003	28,849	21,045
Total Indirect Expenditure ...	6,33,805	3,48,167	1,64,554
Total Expenditure on Public Instruction ...	15,96,198	†16,53,937	‡5,58,145

The amount of Imperial funds shewn as Provincial revenues in columns 2, 9, 16 and 27, which is expended upon
† This includes Rs. 9,70,174 paid as grants to
‡ „ „ 1,88,467 „

TABLE IV.—(*Concld.*)

Provinces and Berar for the official year 1916-17.—(Concld.)

Expenditure from				
Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	Remarks.
30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	
219	9,786	98,399	6,48,033	
...	...		...	
...	...	...	74,198	
...	...	...	2,69,981	
...	913	1,928	12,796	
...	...	...	2,966	
...	..	...	1,490	
...	...	...	3,017	
...	2,729	2,164	69,698	
...	1,225	48	3,261	
...	...	...	2,836	
..	...	...	4,562	
...	232	...	2,375	
...	...	...	...	
44,495	694	45,969	(*A*) 2,09,145	(*A*) "Miscellaneous" represents— (*a*) Games expenditure. (*b*) Rewards and prizes. (*c*) Capital expenditure on hostels. (*d*) Other Minor Miscellaneous items.
86,114	6,049	40,336	(*B*) 1,83,468	
1,30,609	11,842	90,445	8,39,793	"Fees" under "Miscellaneous" may be taken to be games fees, tuition fees being excluded altogether.
1,30,828	21,628	1,88,844	14,87,826	(*B*) This includes Rs. 81,650 for messing charges in European School hostels.
5,72,955	1,04,535	4,10,546	48,96,316	

institutions, etc., included in General Table III direct and not through the medium of Provincial funds, is Rs. *nil.*
District Councils from Provincial and Imperial Revenues.
Municipalities „ „

Expenditure on Public Instruction for Europeans

Objects of Expenditure.	Public				
	Under Public				
	Managed by Government				
	Provincial Revenues.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.					
Arts Colleges.					
English ... For males ...	..	...	...	...	...
English ... For females ...	...	...	...	...	...
Colleges for Professional Training.					
Teaching ... For males ...	...	...	...	...	...
Teaching ... For females ...	...	...	...	...	...
Total ...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.					
Secondary Schools.					
High School for males ...	...	...	...	...	...
Middle Schools—English—for males ..	...	...	...	...	...
High Schools for females ...	...	...	...	...	...
Middle Schools—English—for females ...	...	..	...	...	...
Total ...	...	...	...	..	...
Primary Schools.					
For males	...	...	...	...	...
For females	...	...	...	...	...
Total ...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.					
Training Schools ... For males ...	...	...	...	...	...
Training Schools ... For females ...	...	...	...	...	...
Engineering and Surveying Schools. For males ...	...	...	...	...	...
Engineering and Surveying Schools. For females ...	...	...	...	...	...
Technical and Industrial Schools. For males ..	...	...	...	...	...
Technical and Industrial Schools. For females ...	...	...	...	...	...
Commercial Schools ... For males ...	...	...	...	...	...
Commercial Schools ... For females ...	...	..	...	...	...
Other Schools ... For males ...	...	...	...	...	...
Other Schools ... For females ...	...	...	...	...	...
Total ...	...	...	..	...	...
Total Direct Expenditure ...	...	...	...	...	...
Buildings, furniture and apparatus ...	...	...	...	...	...
Total Expenditure on Public Instruction ...	...	...	...	..	...

The amount of Imperial funds shewn as Provincial revenues in columns 2, 7 and 18, which is expended

TABLE IV-A.

in Central Provinces and Berar for the official year 1916-17.

Institutions.							
Management.							
Aided by Government or by Local or Municipal Boards.							Remarks.
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions. and other sources.	Total.	
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
10,477	...	...	3,244	554	3,685	17,960	
15,049	...	...	8,838	831	5,482	30,200	
2,996	...	...	1,744	...	2,320	7,060	
10,754	...	...	5,441	...	6,706	22,901	
39,276	...	...	19,267	1,385	18,193	78,121	
15,390	...	1,140	10,591	510	10,018	37,649	
20,965	...	600	13,275	...	6,154	40,994	
36,355	...	1,740	23,866	510	16,172	78,643	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...		
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	..	...	...	...	...	
75,631	...	1,740	43,133	1,895	34,365	1,56,764	
27,294	...	...	...	...	11,563	38,857	
1,02,925	...	1,740	43,133	1,895	45,928	1,95,621	

in General Table III direct and not through the medium of Provincial funds, is Rs. *nil*.

Expenditure on Public Instruction for Europeans

Objects of Expenditure	Public Institutions.—(*Concld.*)			
	Under Private Management.			
	Unaided.			
	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	14	15	16	17
	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.				
Arts Colleges.				
English ... ... { For males ...	...	...	...	...
{ For females ...	...	...	...	...
Colleges for Professional Training.				
Teaching ... ... { For males ...	...	...	...	...
{ For males ...	...	...	...	...
Total ...	...	...	...	...
SCHOOL EDUCATION, GENERAL.				
Secondary Schools.				
High Schools for males	...	...	...	...
Middle Schools—English—for males	...	...	...	...
High Schools for females	...	...	...	...
Middle Schools—English—for females ...	...	...	...	...
Total ...	...	...	...	...
Primary Schools.				
For males	...	...	...	...
For females	...	...	...	...
Total ...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.				
Training Schools ... { For males ...	...	...	...	...
{ For females ...	...	...	...	...
Engineering and Surveying Schools ... { For males ...	...	...	...	...
{ For females ...	...	...	...	...
Technical and Industrial Schools ... { For males ...	...	...	...	...
{ For females ...	...	...	...	...
Commercial Schools ... { For males ...	...	...	...	...
{ For females ...	...	...	...	...
Other Schools ... { For males ...	...	...	...	...
{ For females ...	...	...	...	...
Total ...	...	...	...	...
Total Direct Expenditure ...	...	...	...	...
Buildings, furniture and apparatus	...	...	...	...
Inspection	...	...	...	...
Scholarships held in—				
Arts Colleges	...	...	...	...
Medical Colleges	...	...	...	...
Other Professional Colleges	...	...	...	...
Secondary Schools	...	...	...	...
Primary Schools	...	...	...	...
Medical Schools	...	...	...	...
Technical and Industrial Schools... ...	...	...	...	...
Miscellaneous	...	...	...	...
Hostel Boarding charges	...	...	...	...
Total ...	...	...	...	...
Total Indirect Expenditure ...	...	...	...	...
Total Expenditure on Public Instruction ...	...	...	...	...

*The amount of Imperial funds shown as Provincial revenues in columns 2, 7 and 18, which is expended upon

TABLE IV-A.—(*Concld.*)

in Central Provinces and Berar for the year 1916-17.—(Concld.)

Total expenditure from						Grand Total.	Remarks.
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.		
18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	..	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
10,477	...	...	3,244	554	3,685	17,960	
15,049	...	...	8,838	831	5,482	30,200	
2,996	...	...	1,744	...	2,320	7,060	
10,754	...	...	5,441	...	6,706	22,901	
39,276	...	...	19,267	1,385	18,193	78,121	
15,390	...	1,140	10,591	510	10,018	37,649	
20,965	...	600	13,275	...	6,154	40,994	
36,355	...	1,740	23,866	510	16,172	78,643	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
75,631	...	1,740	43,133	1,895	34,365	1,56,764	
27,294	...	...	...	...	11,563	38,857	
...	...	...	...	...	...	...	
827	...	...	...	...	...	827	
...	...	...	...	...	...	...	
3,017	...	...	...	...	...	3,017	
5,584	...	...	...	...	...	5,584	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
39,915	...	...	...	...	36,142	(*b*) 76,057	(*b*) Under "Miscellaneous" are shown Cadet grants and capital expenditure on hostels.
16,892	...	...	66,685	...	25,459	(*a*) 1,09,036	(*a*) This includes Rs. 81,650 for messing charges. The fees shown represent Hostel fees and Boarding House charges, excluding all tuition fees.
66,235	...	...	66,685	...	61,601	1,94,521	
93,529	...	...	66,685	...	73,164	2,33,378	
1,69,160	...	1,740	1,09,818	1,895	1,07,529	3,90,142	

institutions, etc., included in General Table III direct and not through the medium of Provincial funds, is Rs. *nil*.

Stages for Instruction of Pupils in Public Schools for General Education in

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March 1917.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			Males.	Females.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS.					
FOR MALES					
Government ... English	61	8,210	2,708	...	2,708
Government ... Vernacular	6	607	...	...	...
Local Fund ... English	7	522	...	...	...
Local Fund ... Vernacular	179	29,388	...	...	...
Municipal Fund ... English	46	5,457	306	...	306
Municipal Fund ... Vernacular	17	3,631	...	...	...
Aided ... English	70	6,262	1,838	4	1,842
Aided ... Vernacular	13	1,512	...	...	...
Unaided ... English	12	635	72	...	72
Unaided ... Vernacular	3	170	...	...	...
Total	414	56,394	4,924	4	4,928
FOR FEMALES.					
Government ... English	2	54	...	9	9
Government ... Vernacular	10	1,061	...	...	...
Local Fund ... English	...	...	...	...	...
Local Fund ... Vernacular	...	...	...	...	...
Municipal Fund ... English	...	...	...	...	...
Municipal Fund ... Vernacular	...	...	...	...	...
Aided ... English	16	398	...	45	45
Aided ... Vernacular	14	1,065	...	...	...
Unaided ... English	...	...	...	...	...
Unaided ... Vernacular	1	17	...	...	...
Total	43	2,595	...	54	54
Total Secondary Schools	457	58,989	4,924	58	4,982
PRIMARY SCHOOLS.					
FOR MALES.					
Government ...	11	1,257	...	...	...
Local Fund ...	3,017	2,18,920	...	...	...
Municipal Fund ...	186	26,813	...	...	...
Aided ...	254	12,744	...	...	...
Unaided ...	230	9,718	...	...	...
Total	3,698	2,69,452	..	...	..
FOR FEMALES.					
Government ...	212	12,303	...	...	...
Local Fund ...	1	31	...	...	...
Municipal Fund ...	...	...	...	...	...
Aided ...	72	4,639	...	...	...
Unaided ...	31	1,041	...	...	...
Total	316	18,014	...	...	...
Total Primary Schools	4,014	2,87,466	...	...	...
GRAND TOTAL	4,471	3,46,455	4,924	58	4,982

TABLE V.

Central Provinces and Berar at the end of the official year 1916-17.

Middle Stage.			Total Secondary Stage.			Upper Primary Stage.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.						Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
5,499	3	5,502	8,207	3	8,210	...	...	...
176	...	176	176	...	176	109	...	109
522	...	522	522	...	522	...	...	...
5,745	3	5,748	5,745	3	5,748	4,322	20	4,342
5,149	2	5,151	5,455	2	5,457	...	...	...
671	...	671	671	...	671	536	...	536
4,405	15	4,420	6,243	19	6,262	...	...	...
224	4	228	224	4	228	166	8	174
563	...	563	635	...	635	...	...	...
17	...	17	17	...	17	14	...	14
22,971	27	22,998	27,895	31	27,926	5,147	28	5,175
...	45	45	...	54	54	...	...	...
...	72	72	...	72	72	...	125	125
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...
...	353	353	...	398	398	...	...	...
...	114	114	...	114	114	...	101	101
...	...	...	...	...	...	...	...	...
...	3	3	...	3	3	...	2	2
...	587	587	...	641	641	...	228	228
22,971	614	23,585	27,895	672	28,567	5,147	256	5,403
...	...	...	...	...	...	128	...	128
...	...	...	...	...	...	26,872	599	27,471
...	...	...	...	...	...	4,329	3	4,332
...	...	...	...	...	...	1,283	27	1,310
...	...	...	...	...	...	502	3	505
...	...	...	...	...	...	33,114	632	33,746
...	...	...	...	...	...	...	895	895
...	...	...	...	...	...	...	3	3
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	14	550	564
...	...	...	...	...	...	...	13	13
...	...	...	...	...	...	14	1,461	1,475
...	...	...	...	...	...	33,128	2,093	35,221
22,971	614	23,585	27,895	672	28,567	38,275	2,349	40,624

Stages for Instruction of Pupils in Public Schools for General Education in

Class of Schools.	Lower Primary					
	Comprising all pupils who have not passed beyond					
	Reading Printed Books.			Not Reading Printed Books.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	16	17	18	19	20	21
SECONDARY SCHOOLS.						
FOR MALES.						
Government ... English ...	...	...	...	...	...	...
Government ... Vernacular ...	250	...	250	72	...	72
Local Fund ... English ...	...	...	...	...	...	...
Local Fund ... Vernacular ...	14,051	199	14,250	4,881	167	5,048
Municipal Fund ... English ...	...	...	...	...	...	...
Municipal Fund ... Vernacular ...	1,744	...	1,744	680	...	680
Aided ... English ...	...	...	...	...	...	...
Aided ... Vernacular ...	753	8	761	344	5	349
Unaided ... English ...	...	...	...	...	...	...
Unaided ... Vernacular ...	78	3	81	53	5	58
Total ...	16,876	210	17,086	6,030	177	6,207
FOR FEMALES.						
Government ... English ...	...	...	...	...	...	...
Government ... Vernacular ...	...	564	564	...	300	300
Local Fund ... English ...	...	...	...	...	...	...
Local Fund ... Vernacular ...	...	...	...	...	...	...
Municipal Fund ... English ...	...	...	...	...	...	...
Municipal Fund ... Vernacular ...	...	...	...	...	...	...
Aided ... English ...	...	...	...	...	...	...
Aided ... Vernacular ...	5	459	464	4	382	386
Unaided ... English ...	...	...	...	...	...	...
Unaided ... Vernacular ...	...	7	7	...	5	5
Total ...	5	1,030	1,035	4	687	691
Total Secondary Schools ...	16,881	1,240	18,121	6,034	864	6,898
PRIMARY SCHOOLS.						
FOR MALES.						
Government	756	...	756	373	...	373
Local Fund	1,21,500	6,808	1,28,308	55,948	7,193	63,141
Municipal Fund	16,143	87	16,230	6,202	49	6,251
Aided	7,540	131	7,671	3,604	159	3,763
Unaided	4,804	171	4,975	3,751	487	4,238
Total ...	1,50,743	7,197	1,57,940	69,878	7,888	77,766
FOR FEMALES.						
Government	...	6,283	6,283	...	5,125	5,125
Local Fund	...	11	11	...	17	17
Municipal Fund	...	...	...	...	...	...
Aided	141	2,077	2,218	60	1,797	1,857
Unaided	...	454	454	...	574	574
Total ...	141	8,825	8,966	60	7,513	7,573
TOTAL PRIMARY SCHOOLS ...	1,50,884	16,022	1,66,906	69,938	15,401	85,339
GRAND TOTAL ...	1,67,765	17,262	1,85,027	75,972	16,265	92,237

TABLE V.—(*Concld.*)

Central Provinces and Berar at the end of the official year 1916-17.—(Concld.)

Stage.			Total Primary Stage.			Grand Total.			Remarks.
the Lower Primary Stage.									
Total.									
Males.	Famales.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
22	23	24	25	26	27	28	29	30	31
...	...	...	...	...	...	8,207	3	8,210	
322	...	322	431	...	431	607	...	607	
...	...	...	...	...	...	522	...	522	
18,932	366	19,298	23,254	386	23,640	28,999	389	29,388	
...	...	...	...	...	...	5,455	2	5,457	
2,424	...	2,424	2,960	...	2,960	3,631	...	3,631	
...	...	...	...	...	...	6,243	19	6,262	
1,097	13	1,110	1,263	21	1,284	1,487	25	1,512	
...	...	...	...	...	...	635	...	635	
131	8	139	145	8	153	162	8	170	
22,906	387	23,293	28,053	415	28,468	55,948	446	56,394	
...	...	...	...	...	...	...	54	54	
...	864	864	...	989	989	...	1,061	1,061	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	398	398	
9	841	850	9	942	951	9	1,056	1,065	
...	...	...	...	...	...	...	...	...	
...	12	12	...	14	14	...	17	17	
9	1,717	1,726	9	1,945	1,954	9	2,586	2,595	
22,915	2,104	25,019	28,062	2,360	30,422	55,957	3,032	58,989	
1,129	...	1,129	1,257	...	1,257	1,257	...	1,257	
1,77,448	14,001	1,91,449	2,04,320	14,600	2,18,020	2,04,320	14,600	2,18,020	
22,345	136	22,481	26,674	139	26,813	26,674	139	26,813	
11,144	290	11,434	12,427	317	12,744	12,427	317	12,744	
8,555	658	9,213	9,057	661	9,718	9,057	661	9,718	
2,20,621	15,085	2,35,706	2,53 735	15,717	2,69,452	2,53,735	15,717	2,69,452	
...	11,408	11,408	...	12,303	12,303	...	12,303	12,303	
...	28	28	...	31	31	...	31	31	
...	...	...	...	...	...	...	...	...	
201	3,874	4,075	215	4,424	4,639	215	4,424	4,639	
...	1,028	1,028	...	1,041	1,041	...	1,041	1,041	
201	16,338	16,539	215	17,799	18,014	215	17,799	18,014	
2,20,822	31,423	2,52,245	2,53,950	33,516	2,87,466	2,53,950	33,516	2,87,466	
2,43,737	33,527	2,77,264	2,82,012	35,876	3,17,888	3,09,907	36,548	3,46,455	

Table showing the number of Pupils in each Stage of Instruction,

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.
				Brahmans.	Non-Brahmans.	
1		2	3	4	5	6
College Stage	Males	11	18	890	340	71
	Females	...	1	...	...	...
High Stage	Males	45	83	2,515	1,729	454
	Females	29	19	6	4	...
Middle Stage	Males	204	400	6,739	12,232	2,388
	Females	172	278	57	82	144
Upper Primary Stage	Males	131	230	4,515	23,691	3,474
	Females	171	193	354	1,251	146
Lower Primary Stage	Males	380	1,326	19,163	1,58,741	21,207
	Females	361	1,084	5,084	19,303	3,008
Special Schools	Males	4	200	259	435	84
	Females	...	121	19	48	1
Private Institutions	Males	...	11	271	150	954
	Females	...	18	10	17	555
Grand Total	Males	775	2,268	34,352	1,97,318	28,632
	Females	733	1,714	5,530	20,705	3,724
	Total	1,508	3,982	39,882	2,18,023	32,356

NOTE.—Column 11 will contain the total of all depressed classes, whether Hindu, Muhammadan, Animistic, etc. The preceding are regarded as depressed classes and hence shown in column 11. The grand total of columns 10 and 11 (as shown in column 12)

TABLE V-A.

classified according to Sex, Race or Creed.

Buddhists.	Parsis.	Others.	Total of columns 2-9.	Depressed classes.	Total of columns 10-11.	Remarks.
7	8	9	10	11	12	13
6	10	1	1,347	...	1,347	
...	...	...	1	...	1	
48	22	10	4,906	18	4,924	
...	...	...	58	...	58	
253	31	221	22,468	503	22,971	
1	7	2	613	1	614	
236	16	2,978	35,271	3,004	38,275	
14	8	109	2,246	103	2,349	
971	42	20,720	2,22,550	21,187	2,43,737	
139	167	2,553	31,699	1,828	33,527	
14	3	52	1,051	17	1,068	
...	1	...	190	...	190	
90	8	...	1,484	7	1,491	
...	13	...	613	...	613	
1,618	132	23,982	2,89,077	24,736	3,13,813	
154	196	2,664	35,420	1,932	37,352	
1,772	328	26,646	3,24,497	26,668	3,51,165	

columns and the total in column 10 will give the numbers of those belonging to the creeds or races specified exclusive of those who together will accordingly equal the grand total of pupils shown in General Tables I and III.

Results of the prescribed examinations in the Central

Nature of Examination.			Number of Institutions sending Examinees.				Number of Examinees.				
			Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1			2	3	4	5	6	7	8	9	10
ARTS COLLEGES.											
Doctor of Philosophy		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Doctor of Science		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Master of Arts	Previous	Males	1	1	...	2	8	10	...	9	27
	Final	Males	1	...	...	1	1	...	...	10	11
Master of Science	Previous	Males	1	...	...	1	2	...	...	...	2
	Final	Males	1	...	...	1	1	...	...	...	1
Bachelor of Arts (Honours)		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Bachelor of Arts (pass)		Males	2	1	...	3	119	81	...	26	226
		Females					2	...	...	3	5
Bachelor of Science (Honours)		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Bachelor of Science (pass)		Males	3	1	...	4	11	5	...	...	16
		Females	...	...	...	...	...	...	...	...	...
Intermediate in Arts		Males	2	1	...	3	103	129	...	32	264
		Females	...	...	...	...	...	...	...	1	1
Intermediate in Science		Males	3	1	...	4	58	93	...	...	151
		Females	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.											
Master of Oriental Learning		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Bachelor of Oriental Learning		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Intermediate, Oriental Faculty		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Title examinations conducted by Universities or taken by students from institutions of Collegiate grade.	Sanskrit	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							
	Arabic	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							
	Persian	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							
	Pali	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							
	Hindi	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							
	Urdu	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							
	Bengali	Males	...		...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
				...							

TABLE VI.

Provinces and Berar during the official year 1916-17.

Number passed.					Race or creed of passed scholars.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
5	6	...	2	13	...	...	9	3	1	...	...	...
1	...	...	4	5	1	...	3	1	...	...	...	...
1	...	...	...	1	...	...	1	...	...	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
56	29	...	8	93	2	1	59	24	6	...	1	...
1	...	...	...	1	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
1	3	...	...	4	...	1	3	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
36	49	...	5	90	...	...	63	18	9	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
25	35	...	...	60	1	...	36	20	2	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...

Results of the perscribed examinations in

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.										
LAW.										
Doctor of Law	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Master of Law	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Law. Previous	Males	...	1	...	...	1	136	...	...	...	136
Final	Males	...	1	...	...	1	76	...	...	...	76
MEDICINE.										
Doctor of Medicine or Surgery	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Doctor of Hygiene	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Master of Surgery	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Master of Obsteties	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery.	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Hygiene	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery.	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
ENGINEERING.										
Master of Civil Engineering	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
EXAMINATIONS NOT NONDUCTED BY UNIVERSITIES FOR—										
Civil Engineers	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Electrical Engineers	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Upper Subordinates	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
Lower Subordinates	Males	...	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...	...
TEACHING.										
Post-graduate degrees or licences.	Males	...	1	...	...	1	38	...	...	6	44
	Females	...	...	...	...	...	...	...	...	...	...
Under-graduate licences or diplomas.	Males	...	1	...	...	1	29	...	...	...	29
	Females	...	...	...	...	...	...	...	...	...	...

TABLE VI.—(*Contd.*)

the Central Provinces and Berar during the official year 1916-17.—(Contd.)

Number passed.					Race or creed of passed scholars.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
95	...	...	...	95	...	2	82	10	1	...	...	...
50	...	...	...	50	...	1	41	8	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...

Results of the prescribed Education.—examinations in

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
AGRICULTURE.										
Master of Agriculture	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Licentiate of Agriculture	Males	1	...	...	1	12	...	...	...	12
	Females	...	...	...	...	...	...	...	...	...
Veterinary examinations	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Commercial examinations	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.										
Matriculation	Males	22	15	1	38	867	574	4	225	1,670
	Females	...	2	...	2	...	5	...	7	12
School leaving certificate	Males	22	15	1	38	620	377	3	...	1,000
	Females	...	...	...	...	...	...	...	...	...
'B' Final examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
High School examination for Europeans.	Males	...	4	...	4	...	20	...	...	20
	Females	...	5	...	5	...	18	...	...	18
Cambridge senior examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Cambridge junior examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Cambridge preliminary examination.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Vernacular high examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Anglo-Vernacular middle examination.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Vernacular middle examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Middle examination for Europeans,	Males	...	4	...	4	...	25	...	...	25
	Females	...	7	...	7	...	28	...	...	28
Upper primary examination	Males	2,689	101	70	2,860	28,328	844	496	23	29,691
	Females	140	44	3	187	610	173	7	5	795
Lower primary examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...

* Out of these the number of candidates who took up vernacular and passed the

TABLE VI.—(*Contd.*)

the Central Provinces and Berar during the official year 1916-17.—(Contd.)

Number passed.					Race or creed of passed scholars.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	7	...	...	5	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
241	164	1	17	423	1	7	263	122	29	...	1	...
...	2	...	...	2	...	2	...	...	...	...	...	...
341	187	3	...	*531	...	4	298	185	44	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	9	...	...	9	9	...	...	...	...	...	...	...
...	6	...	...	6	5	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	17	...	...	17	17	...	...	...	...	...	...	...
...	12	...	...	12	11	...	...	...	...	...	1	...
18,050	558	276	22	18,906	...	86	2,580	12,793	1,424	178	36	1,809
416	119	10	...	545	...	74	103	292	37	7	...	32
...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..

Matriculation Examination was 66 to whom only the School leaving certificate was awarded.

Results of the prescribed examinations in the Central

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training school examinations for masters—									
Secondary	...	...	...	...	...	...	...	...	...
Primary	4	...	...	4	218	...	...	...	218
Training school examinations for mistresses—									
Secondary	...	...	...	...	...	...	...	...	...
Primary	2	1	...	3	19	14	...	...	33
Teachers' examinations for those who are not students of a training school. — Males ...	...	...	...	...	...	...	...	190	190
Teachers' examinations for those who are not students of a training school. — Females ...	...	...	...	...	...	...	...	45	45
School of Art examinations ... Males ...	58	22	3	83	452	157	11	8	628
School of Art examinations ... Females ...	...	1	...	1	...	11	...	...	11
Engineering school examinations ... Males ...	1	...	...	1	7	...	...	...	7
Engineering school examinations ... Females ...	...	...	...	...	...	...	...	...	...
Examination in Surveying ... Males ...	...	...	...	...	...	...	...	...	...
Examination in Surveying ... Females ...	...	...	...	...	...	...	...	...	...
Industrial school examination ... Males ...	...	1	...	1	...	27	...	...	27
Industrial school examination ... Females ...	...	...	...	...	...	...	...	...	...
Forest school examination ... Males ...	1	...	...	1	32	...	...	...	32
Forest school examination ... Females ...	...	...	...	...	...	...	...	...	...
Agricultural school examination (Diploma). Males ...	1	...	...	1	29	...	...	...	29
Agricultural school examination (Diploma). Females	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Sanskrit ... Males ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Sanskrit ... Females ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Arabic ... Males ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Arabic ... Females ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Persian ... Males ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Persian ... Females ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Pali ... Males ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. — Pali ... Females ...	...	...	...	...	...	...	...	...	...
Other school examinations ... Males ...	...	...	...	...	...	...	...	...	...
Other school examinations ... Females ...	...	...	...	...	...	...	...	...	...

NOTE FOR

The object of the revision of Table VI is to simplify the headings, to eliminate preliminary examinations (mainly in professional

The form now sent cannot of course be regarded as exhaustive. New examinations may be created and there are some existing

than Philosophy, Science and certain medical subjects, other masterships may be required under medical education, etc. Such addi-

heading and the place in the list to which

Bachelorships.—When there is no distinction between "pass" and "honours" (as in the University of Allahabad) all entries

besides Arts

Title examinations.—It is impossible to restrict those under "Oriental Colleges" to examinations conducted by universities,

to use their discretion in this matter. The lists of languages are not exhaustive and may be increased if necessary. In the list under

of both languages. If Directors desire they may also have separate side headings for each of these languages, provided there is no

Medicine.—Here in particular the list does not pretend to be exhaustive. Some examinations may require a distinction between

or Surgery" occur may

* *Engineering.*—As degrees or licenses come to be established and taken for mechanical engineering in its various branches, they

Teaching.—The distinction "post-graduate" and "under-graduate" has been used, because the licence is generally taken by a

Matriculation.—This will include all kinds of matriculation, *e. g.*, those for "science" and for the "oriental faculty" held by

School Finals, etc.—These will include all such examinations held as a conclusion to a high school course. The 'B' final in

Cambridge examinations.—An exception has been made here to the principle of placing all examinations in order of value. But

Anglo-Vernacular Middle examination (or *English middle*) has been entered for the convenience of those provinces where it is

Under *Schools for special instruction*, examinations in "law," "medicine." etc., may be added if they are held; and, if this is

TABLE VI.—(*Concld.*)

Provinces and Berar during the official year 1916-17.—(Concld.)

Number passed.					Race or creed of passed scholars.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
190	...	..	...	190	...	2	56	105	22	1	...	4
...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	...	..	16	...	3	4	7	1	...	...	1
...	...	...	82	82	...	7	32	34	8	...	...	1
...	...	...	17	17	...	14	...	...	...	...	...	3
186	44	4	4	238	...	3	93	120	20	...	2	...
...	7	...	...	7	...	7	...	...	...	...	...	...
7	...	...	...	7	3	...	3	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	22	...	...	22	...	...	10	12	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
32	...	...	...	32	...	1	2	19	10	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...
25	...	...	...	25	...	...	9	14	2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

DIRECTORS.

subjects) and to place examinations of equal value so far as possible together.

tests which have never been entered because no candidates ordinarily appear for them. There may be doctorates in subjects other

tions can of course be made, but with due regard to economy of side headings, the possibility of including against an existing

the value of the examination entitles it.

should be against "pass." It may be necessary to introduce side headings; for "honours" and "pass" under other institutions

Colleges.

since there are institutions of collegiate status which do not present candidates for university examinations. Directors will be able

"Schools for special instruction," Arabic and Persian have been placed together, as some of these examinations demand a knowledge

overlapping in the number of candidates, etc., shown.

"Medicine" and "Surgery" (as is already the case in the mastership of one university) and the headings where the words "Medicine

have to be broken up.

should be added. As the lower examinations are sometimes taken in colleges, they are entered both here and under "Special schools."

candidate who has already passed the B.A. or B.Sc., (the University of Calcutta is an exception).

the Punjab University.

Bengal is specially mentioned. If any candidates in Bengal present themselves for the "C" final, this heading too would be added.

it is convenient to place these particular examinations together.

still held. It will not necessarily be included in the all-India tables.

thought desirable, they may be shown in their different grades.

Return showing the Distribution of Local Board and Municipal Expenditure

Objects of Expenditure.			Expenditure of Local					
			In Institutions managed					
			Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.
1			2	3	4	5	6	7
UNIVERSITY EDUCATION.							Rs.	Rs.
ARTS COLLEGES.								
English ...	...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
Oriental ...	...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Law ...	...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
Medicine ...	...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
Engineering ...	..	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
Teaching ...	...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
Agriculture ...	...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
		Total ..	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.								
SECONDARY SCHOOLS.								
High Schools for males	...	...	...	...	...	...	...	...
Middle Schools for males	...	English ...	7	522	545	432	...	15,087
		Vernacular ...	179	29,388	29,251	20,862	...	2,24,336
High Schools for females	...	..	...	...	...	...	...	...
Middle Schools for females	...	English ...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...
		Total ...	186	29,910	29,796	21,294	...	2,39,423
PRIMARY SCHOOLS.								
For males ...	...	Upper ...	2,509	1,96,416	1,95,159	1,37,898	...	9,43,119
		Lower ...	508	22,504	21,971	16,052	...	1,15,932
For females ...	...	Upper ...	1	31	30	14	...	246
		Lower ...	...	...	...	...	...	...
		Total ...	3,018	2,18,951	2,17,160	1,53,964	...	10,59,297

TABLE VII.

on Public Instruction in the Central Provinces and Berar for the official year 1916-17.

Boards on Public Instruction.

by Local Boards.				Total.	In Institutions managed by			Total Local Boards' expenditure on Public Instruction.
Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.		Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

Return showing the Distribution of Local Board and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Local					
		In Institutions managed					
		Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.
1		2	3	4	5	6	7
SCHOOL EDUCATION, SPECIAL.						Rs.	Rs.
Training Schools	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Schools of Art ...	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Law Schools ...	For males	...	..	...	...	...	...
	For females	...	...	...	...	...	...
Medical Schools	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Engineering and Surveying Schools.	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Technical and Industrial Schools.	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Commercial Schools	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Agricultural Schools	For males	...	...	...	...	...	..
	For females	...	...	...	...	...	...
Other Schools	For males	...	...	...	..	...	...
	For females	...	...	...	...	...	...
	Total	...	...	...	...	...	...
TOTAL DIRECT EXPENDITURE		...	3,204	2,48,861	2,46,956	1,75,258	...	12,98,720
Buildings, furniture and apparatus		...	...	...	...	...	...	...
University		...	...	...	...	...	...	...
Inspection		...	...	...	...	..	...	...
Scholarships held in—								
Arts Colleges ...		...	...	...	...	...	...	...
Medical Colleges ...		...	...	...	...	...	...	..
Other Professional Colleges		...	...	...	...	...	...	...
Secondary Schools ...		...	...	...	...	...	...	...
Primary Schools ...		...	...	...	...	...	...	...
Medical Schools ...		...	...	...	...	...	...	...
Technical and Industrial Schools		...	...	...	...	...	...	...
Other Special Schools ...		...	...	...	...	...	...	...
Miscellaneous ...		...	...	...	...	...	...	...
Hostel Boarding charges ...		...	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE ...		...	...	...	...	...	...	...
GRAND TOTAL ...		3,204	2,48,861	2,46,956	1,75,258	...	*12,98,720

* Includes Rs. 9,70,174 from

TABLE VII.—(*Contd.*)

Instruction in the Central Provinces and Berar for the official year 1916-17.—(Contd.)

Boards on Public Instruction.

by Local Boards.					In Institutions managed by			
Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	Total Local Boards' expenditure on Public Instruction.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

Return showing the Distribution of Local Board and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Municipal In Institutions managed by					
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.
1		2	3	4	5	6	7
						Rs.	Rs.
UNIVERSITY EDUCATION.							
ARTS COLLEGES.							
English	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Oriental	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Medicine	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Engineering	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Teaching	For males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
Agriculture	for males	...	...	...	...	...	...
	For females	...	...	...	...	...	...
	Total	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.							
SECONDARY SCHOOLS.							
High Schools for males		3	306	323	261	...	19,999
Middle Schools for males	English	43	5,151	5,527	4,513	...	1,29,845
	Vernacular	17	3,631	3,644	2,695	...	30,122
High Schools for females		...	...	...	...	...	...
Middle Schools for females	English	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...
	Total	63	9,088	9,494	7,469	...	1,79,966
PRIMARY SCHOOLS.							
For males	Upper	171	25,610	25,538	18,102	...	1,89,943
	Lower	15	1,203	1,155	786	...	6,809
For females	Upper	...	...	...	...	...	...
	Lower	...	...	...	...	...	...
	Total	186	26,813	26,693	18,888	...	1,96,752

TABLE VII.—(*Contd.*)

Instruction in the Central Provinces and Berar for the official year 1916-17.—(Contd.)

Boards on Public Instruction.									
Municipal Boards.					In Institutions managed by				
Local Boards Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	19,999	...	...	240	20,239	20,239
...	...	...	...	1,29,845	...	...	1,320	1,31,165	1,46,252
...	...	...	...	30,122	...	...	...	30,122	2,54,680
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	18	...	1,026	1,044	1,044
...	...	...	...	1,79,966	18	...	2,586	1,82,570	4,22,215
...	...	...	...	1,89,943	498	...	8,937	1,99,378	11,43,604
...	...	...	...	6,809	200	...	276	7,285	1,28,342
...	...	...	...	...	147	...	2,536	2,683	3,425
...	...	...	...	...	...	...	100	100	100
...	...	...	...	1,96,752	845	...	11,849	2,09,446	12,75,471

Return showing the Distribution of Local Board and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Municipal					
	In Institutions managed					
	Number of Institutions.	Number of Scholars on the rolls on 31st March 1917.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.
1	2	3	4	5	6	7
SCHOOL EDUCATION, SPECIAL.					Rs.	Rs.
Training Schools ... For males	...	...	...	...	...	...
Training Schools ... For females	...	...	...	...	...	...
Schools of Art ... For males	...	...	...	...	...	...
Schools of Art ... For females	...	...	...	...	...	...
Law Schools ... For males	...	...	...	...	...	...
Law Schools ... For females	...	...	...	...	...	...
Medical Schools ... For males	...	...	...	...	...	...
Medical Schools ... For females	...	...	...	...	...	...
Engineering and Surveying Schools. For males	...	...	...	...	...	...
Engineering and Surveying Schools. For females	...	...	...	...	...	...
Technical and Industrial Schools For males	...	...	...	...	...	...
Technical and Industrial Schools For females	...	...	...	...	...	...
Commercial Schools ... For males	...	...	...	...	...	...
Commercial Schools ... For females	...	...	...	...	...	...
Agricultural Schools ... For males	...	...	...	...	...	...
Agricultural Schools ... For females	...	...	...	...	...	...
Other Schools ... For males	...	...	...	...	...	...
Other Schools ... For females	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
TOTAL DIRECT EXPENDITURE, ...	249	35,901	36,187	26,357	...	3,76,718
Buildings, furniture and apparatus,	...	...	...	...	...	...
University	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships held in—						
Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	—	...	...
Other Special Schools	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Hostel Boarding charges	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE.	...	...	...	...	...	...
GRAND TOTAL ...	249	35,901	36,187	26,357	...	3,76,718

* Includes Rs. 1,88,467 from

TABLE VII.—(*Concld.*)

Instruction in the Central Provinces and Berar for the year 1916-17.—(Concld.)

Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by				
Local Board Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government	Local Boards.	Private persons or Associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	.	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1,500	1,500	1,500
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	75	75	75
...	...	...	...	...	..	...	..	...	...
...	...	...	...	...	...	...	1,575	1,575	1,675
...	...	...	...	3,76,718	863	...	16,010	3.93 591	16,99,361
...	...	...	...	...	...	...	...	1,43,509	4,62,827
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,275
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,518	1,937
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	2,143
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	17,755	41,909
...	...	...	...	...	...	...	...	1,772	2,630
...	...	...	...	...	...	...	...	1,64,554	5,12,721
...	...	...	...	3,76,718	863	...	16,010	* 5,58,145	22,12,082

Provincial and Imperial grants.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1916-17.

	Number of		Number of boarders who are students of					Capital Expenditure from					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MANAGED BY GOVERNMENT.													
Males	36	1,668	321	55	746	5	541	7,810	...	...	...	248	8,058
Females	4	73	...	...	34	...	39	1,253	...	...	...	...	1,253
MANAGED BY LOCAL OR MUNICIPAL BOARDS.													
Males	31	435	...	...	430	...	5	...	1,633	...	...	..	1,633
Females	...	...	...	...	...	...	...	...	...	...		...	...
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS.													
Males	11	569	1	...	314	254	...	26,910	...	...	31,295	...	58,205
Females	5	303	...	...	96	207	...	9,067	...	...	5,394	...	14,461
UNAIDED.													
Males	38	855	60	...	711	81	3	...	...	275	367	905	1,547
Females	5	435	...	...	167	232	36	...	...	...	1,068	...	1,068
TOTAL ... Males	116	3,527	382	55	2,201	340	549	34,720	1,633	275	31,662	1,153	69,443
TOTAL ... Females	14	811	...	...	297	439	75	10,320	...	...	6,462	...	16,782
GRAND TOTAL	130	4,338	382	55	2,498	779	624	45,040	1,633	275	38,124	1,153	86,225

The body of the report will contain a statement of the typical total cost of a boarder, separately for Indians and for Europeans, and where necessary for different types of schools.

EDUCATION—GENERAL TABLE IX.

Number and qualification of Teachers in the Central Provinces and Berar for the official year 1916-17.

			(a) In Primary Schools.						(b) In Middle Schools.						(c) In High Schools.						(d) In Colleges.						
			Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Grand total.
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
In Schools for Indians.	Teachers of vernacular.	Trained	220	2,261	409	120	19	3,029	61	591	99	40	3	794	...	...	...	...	...	...	...	...	...	...	...	...	3,823
		Untrained	268	4,574	555	591	389	6,377	14	475	76	102	43	710	...	...	...	...	...	...	...	...	...	...	...	...	7,087
		Total	488	6,835	964	711	408	9,406	75	1,066	175	142	46	1,504	...	...	...	...	...	...	...	...	...	...	...	...	10,910
	Anglo-Vernacular Teachers and Teachers of classical languages.	Trained	...	...	...	...	...	...	128	6	44	34	3	215	59	...	2	21	3	85	..	...	...	...	...	...	300
		Untrained	...	..	...	...	...	...	159	30	214	224	31	658	102	...	21	105	6	234	36	...	...	17	...	53	945
		Total	...	...	...	...	...	...	287	36	258	258	34	873	161	...	23	126	9	319	36	...	...	17	...	53	1,245
		Possessing a degree	...	...	...	...	...	...	6	1	5	13	...	25	136	..	17	76	7	236	35	...	...	17	...	53	314
		Possessing no degree	...	...	...	...	...	...	281	35	253	245	34	848	25	...	6	50	2	83	...	...	...	...	...	...	931
		Total	...	...	...	...	...	...	287	36	258	258	34	873	161	...	23	126	9	319	36	...	...	17	...	53	1,245
In Schools for Europeans.	Trained		...	...	...	18	...	18	..	...	...	15	...	15	...	...	...	4	...	4	...	...	...	...	...	...	37
	Untrained		...	...	...	49	...	49	...	...	...	21	...	21	...	...	...	11	...	11	...	...	...	...	...	...	81
	Total		...	...	...	67	...	67	...	...	...	36	...	36	..	...	...	15	...	15	...	...	...	...	...	...	118
	Possessing a degree		...	...	...	...	...	...	...	...	...	7	...	7	...	...	...	6	...	6	...	...	...	..	...	...	13
	Possessing no degree		...	...	...	67	...	67	...	...	...	29	...	29	...	...	...	9	...	9	...	...	..	...	...	...	105
	Total		...	...	...	67	...	67	...	...	...	36	...	36	...	...	...	15	...	15	...	...	...	...	...	...	118
	Grand Total		488	6,835	964	778	408	9,473	362	1,102	433	436	80	2,413	161	...	23	141	9	334	36	...	...	17	...	53	12,273

EDUCATION—GENERAL TABLE X.

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1916-17.

Age.	Infants.		Primary.				Secondary.									*Arts Colleges affiliated to Universities.						Total.
							Vernacular middle stages.		English middle stages.				High stages.									
	A.	B.	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	VII.	1	2	3	4	5	6	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5 ...	4,520	44	25	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,595
5 to 6 ...	24,782	270	3,637	819	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,508
6 to 7 ...	25,702	406	11,128	3,968	26	32	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,262
7 to 8 ...	14,362	541	18,424	8,381	1,695	183	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,586
8 to 9 ...	9,272	512	15,510	11,731	4,706	1,699	6	...	14	...	...	...	...	...	...	...	...	...	...	...	...	43,450
9 to 10 ...	5,660	477	13,559	11,510	9,137	3,855	59	2	121	10	1	...	...	...	...	...	...	...	...	...	...	44,391
10 to 11 ...	2,231	277	6,835	8,942	10,761	6,802	217	20	511	146	8	6	...	...	...	...	...	...	...	...	...	36,756
11 to 12 ...	1,309	167	3,327	6,444	9,535	7,890	501	112	957	447	106	13	2	...	...	...	...	...	...	...	...	30,810
12 to 13 ...	982	257	2,705	3,941	6,790	7,309	779	245	1,197	849	411	88	2	6	...	...	...	...	...	...	...	25,561
13 to 14 ...	204	37	760	1,457	4,263	5,571	814	344	1,112	1,059	787	307	47	5	...	...	...	...	...	...	...	16,767
14 to 15 ...	26	17	290	661	1,698	3,656	651	510	721	814	823	563	249	48	2	...	...	...	...	...	...	10,729
15 to 16 ...	10	4	51	306	766	1,889	529	491	399	479	653	650	355	161	17	...	...	...	...	...	...	6,760
16 to 17 ...	6	2	30	43	394	878	279	468	204	319	419	562	541	374	159	...	...	...	...	...	...	4,678
17 to 18 ...	4	1	17	34	36	331	125	302	100	146	244	314	354	362	320	100	...	...	...	...	...	2,790
18 to 19 ...	...	...	7	16	15	105	85	172	42	48	106	173	184	294	318	67	90	3	...	...	...	1,725
19 to 20 ...	...	...	3	4	6	35	45	132	11	19	47	75	100	137	300	63	117	49	...	...	...	1,143
Over 20 ...	...	...	15	8	7	12	20	121	3	11	26	37	63	93	421	37	216	90	226	18	9	1,442
Total ...	89,070	3,012	76,323	58,271	49,835	40,247	4,110	2,919	5,392	4,347	3,631	2,788	1,897	1,480	1,537	267	423	151	226	18	9	3,45,953
GRAND TOTAL ..	92,082		2,24,676				7,029		16,158				4,914			1,094						3,45,953

Figures for European Schools are not included but are separately shown, *vide* Subsidiary Table X for European Schools.
*Excluding Training College.
Figures for "Professional Colleges, Schools for Special Training and Private Institutions" (whether advanced or elementary) should be excluded from the table.

EDUCATION—SUBSIDIARY TABLE No. II—(For Europeans only).

Abstract Return of Expenditure on Institutions in the Central Provinces and Berar for the official year 1916-17.

	Total Direct Expenditure.					Total Indirect Expenditure.					
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings and Furniture.	Miscellaneous.	Total.	Total Expenditure.	Remarks.
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.							
1	2	3	4	5	6	7	8	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males ...	...	48,160	37,649	...	85,809	6,187	15,391	1,16,527	1,38,105	2,23,914	
Institutions ... For Females ..	...	29,961	40,994	...	70,955	3,241	23,466	68,566	95,273	1,66,228	
Total ...	...	78,121	78,643	...	1,56,764	9,428	38,857	1,85,093	2,33,378	3,90,142	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	23·22	21·49	...	44·71	5·57	16·13	33·59	55·29	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	100·00	...	100·00	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	20·02	20·16	...	40·18	2·42	9·96	47·44	59 82	100·00	
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.						
Aided Institutions... Cost to Provincial Revenues ..	...	88 4 2	31 8 11	...	47 5 9						
Aided Institutions... Cost to Municipal Funds ...	...	...	1 8 2	...	1 1 5						
Total ...	...	175 8 10	68 4 3	...	98 2 7						
Unside Institutions	...	...	...	...	...						
Total ...	...	175 8 10	68 4 3	...	98 2 7						

EDUCATION—SUBSIDIARY TABLE No. V—(For Europeans only).

Return of the stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces and Berar for the official year 1916-17.

Class of school.			Number of schools.	Number of pupils on the rolls on 31st March.	High stage			Middle stage			Upper Primary stage			Lower Primary stage						Total.			Remarks.
					Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
														Reading printed books.			Not reading printed books.					
					1			2			3			4			5					
					Males.	Females.	Total.	Males	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
SECONDARY SCHOOLS.																						
For Males.	Aided	English.	8	274	41	4	45	216	13	229	...	...	...	...	...	...	...	...	...	257	17	274	
		Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total ...	8	274	41	4	45	216	13	229	...	...	...	...	...	...	...	...	...	257	17	274	
For Females.	Aided	English.	10	192	...	23	23	...	169	169	...	...	...	..	...	...	...	...	...	...	192	192	
		Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total ...	10	192	...	23	23	...	169	169	...	...	...	...	...	...	...	...	...	...	192	192	
Total Secondary Schools ...			18	466	41	27	68	216	182	398	...	...	..	...	...	...	...	...	...	257	209	466	
PRIMARY SCHOOLS.																							
For Males ...	Aided	...	8	492	...	...	...	...	...	...	133	24	157	235	61	296	20	19	39	388	104	492	
	Total	...	8	492	...	...	...	...	...	...	133	24	157	235	61	296	20	19	39	388	104	492	
For Females ...	Aided	...	8	638	...	...	...	...	...	...	12	158	170	113	239	352	45	71	116	170	468	638	
	Total	...	8	638	...	...	...	...	...	...	12	158	170	113	239	352	45	71	116	170	468	638	
Total Primary Schools ...			16	1,130	...	...	...	...	...	...	145	182	327	348	300	648	65	90	155	558	572	1,130	
GRAND TOTAL ...			34	1,596	41	27	68	216	182	398	145	182	327	348	300	648	65	90	155	815	781	1,596	

Note.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III-B. Mixed schools should be entered as Boys' schools or Girls' schools, according as the number of boys or of girls is greater.

EDUCATION—GENERAL TABLE X.—(FOR EUROPEANS ONLY).

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1916-17.

Ages.	Primary.					Middle stage.			High stage.		Total.
	Infant or preparatory classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
1	2	3	4	5	6	7	8	9	10	11	12
Below 5	27	...	...	...	...	...	...	...	...	...	27
5 to 6	133	...	...	...	...	...	...	...	...	...	133
6 to 7	113	22	...	...	...	...	...	...	...	...	135
7 to 8	76	41	15	6	...	...	...	...	...	...	138
8 to 9	28	50	48	15	11	...	...	...	...	...	152
9 to 10	21	31	58	35	16	1	...	...	...	...	162
10 to 11	15	22	33	37	32	11	...	...	...	...	150
11 to 12	4	2	22	43	46	33	7	3	...	...	160
12 to 13	2	...	6	18	30	48	14	3	...	...	121
13 to 14	4	1	3	8	28	35	27	22	2	...	130
14 to 15	...	...	2	5	14	27	28	24	4	...	104
15 to 16	...	...	...	...	5	19	19	22	9	4	78
16 to 17	...	...	...	1	1	6	14	9	10	6	47
17 to 18	...	...	...	...	...	...	3	14	3	9	29
18 to 19	...	...	...	...	...	...	...	4	7	6	17
19 to 20	...	...	...	...	...	...	1	4	1	6	12
Over 20	...	...	...	...	...	...	...	...	1	...	1
Total	423	169	187	168	183	180	113	105	37	31	1,596
GRAND TOTAL	1,130					398			68		1,596

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of maps.

—		Population.			1916-17.				
		Males.	Females.	Total	Total number of children under instruction.	Total number of children in colleges and special schools.	Total number of boys in Secondary schools.	Number of boys in Primary schools	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9
British Territory.									
The Nerbudda Valley.	Saugor ...	2,76,233	2,65,177	5,41,410	11,408	53	2,323	7,260	1,772
	Damoh ...	1,68,060	1,64,987	3,33,047	7,882	...	893	6,213	776
	Jubbulpore ...	3,73,173	3,72,719	7,45,892	19,859	625	3,021	13,393	2,820
	Narsinghpur ...	1,61,795	1,63,882	3,25,677	9,127	52	1,845	6,193	1,037
	Hoshangabad...	2,30,632	2,26,763	457,395	12,769	14	3,162	8,712	881
	Total ...	12,09,893	11,93,528	24,03,421	61,045	744	11,244	41,771	7,286
	Percentage ..	...	....	...	2·54	·03	·93	3·50	·61
The Satpura Range ...	Nimar ...	2,00,765	1,90,306	3,91,071	9,795	86	1,926	6,957	826
	Betul ...	1.94,163	1,96,223	3,90,386	6,233	...	993	4,932	308
	Chhindwara ...	2,25,884	2,61,064	5,16,948	8,423	...	1,098	6,911	414
	Seoni ...	1,92,642	2,02,839	3,95,481	7,700	...	832	6,302	566
	Balaghat ..	1,90,469	1,98,451	3,88,920	12,296	32	1,067	9,901	1,296
	Mandla ...	2,00,872	2,04,362	4,05,234	9,833	...	1,204	7,756	873
	Total ...	12,34,795	12,53,245	24,88,040	54,280	118	7,120	42,759	4,283
	Percentage ...	...	...	...	2·18	·005	·58	3·46	·34
The Maratha Country.	Wardha ...	2,31,871	2,27,925	4,59,796	13,171	...	2,523	9,619	1,029
	Nagpur ...	4,08,843	4,01,058	8,09,901	24,975	1,333	5,485	15,743	2,414
	Bhandara ...	3,80,014	3,93,663	7,73,677	12,594	12	1,001	11,112	469
	Chanda ...	3,37,540	3,40,004	6,77,544	11,920	...	1,551	9,689	680
	Total ...	13,58,268	13,62,650	27,20,918	62,560	1,345	10,560	46,163	4,592
	Percentage ..	...	...	...	2·30	·05	·39	3·40	·34
Chhattisgarh ...	Raipur ...	6,45,186	6,79,670	13,24,856	36,887	95	2,601	27,805	6,386
	Bilaspur ...	5,58,477	5,87,746	11,46,223	25,516	...	2,550	19,575	3,391
	Drug ...	3,73,159	4,02,529	7,75,688	18,267	...	393	14,625	3,249
	Total ...	15,76,822	16,69,945	32,46,767	80,670	95	5,544	62,005	13,026
	Percentage ...	...	....	...	2·49	·003	·35	3·90	·78
Berar ...	Akola ...	4,00,893	3,87,970	7,88,863	25,680	73	5,844	17,509	2,254
	Amraoti ...	4,47,216	4,28,688	8,75,904	31,332	231	8,267	20,278	2,556
	Buldana ...	3,37,179	3,32,003	6,69,182	20,773	...	4,644	14,669	1,460
	Yeotmal ..	3,65,326	3,57,887	7,23,213	12,621	...	2,734	8,796	1,091
	Total ...	15,50,614	15,06,548	30,57,162	90,406	304	21,489	61,252	7,361
	Percentage ...	...	...	...	2·96	·01	1·39	3·95	·49
	Grand Total ...	69,30,392	69,85,916	1,39,16,308	3,49,061	2,606	55,957	253,950	36,548
	Percentage ...	...	...	...	2·50	·02	·80	3·66	·52

N. B.—Female scholars in special schools have been included in Column 6 and omitted in Column 9.
The number of children in Private Institutions have been excluded from this statement.

APPENDIX B.

Statement showing the expenditure on buildings, furniture and apparatus in each kind of institution.

Years.	Amounts expended on buildings, furniture and apparatus.						
	Colleges.	High Schools.	Middle English Schools.	Middle Vernacular. Schools.	Primary Schools.	Special Schools.	Total amount expended (as given in Column 33 of General Table IV).
1912-13.							
Provincial Revenues (including Imperial).	7,444	42,332	30,653	204	65,442	11,047	1,57,122
Local Funds ...	4,275	12,315	4,307	52,745	3,13,883	1,370	3,88,895
Municipal Funds ...	1,895	5,229	10,828	6,269	81,351	615	1,06,187
Subscriptions and other private sources.	...	16,122	11,491	3,384	21,805	990	53,792
Total ...	13,614	75,998	57,279	62,602	4,82,481	14,022	7,05,996
1913-14.							
Provincial Revenues (including Imperial).	11,737	40,238	70,771	1,997	44,673	10,500	1,79,916
Local Funds ...	2,475	8,310	2,548	53,117	2,67,963	270	3,34,683
Municipal Funds ...	815	4,483	21,783	5,111	36,166	516	68,874
Subscriptions and other private sources.	...	14,323	5,789	6,881	36,339	551	63,883
Total ...	15,027	67,354	1,00,891	67,106	3,85,141	11,837	6,47,356
1914-15.							
Provincial Revenues (including Imperial).	5,696	24,791	31,193	918	44,303	1,990	1,08,891
Local Funds ...	...	1,230	526	39,690	3,04,763	...	3,46,209
Municipal Funds ...	...	4,443	16,087	4,896	61,159	182	86,767
Subscriptions and other private sources.	...	57,902	75,199	1,274	56,352	909	1,91,636
Total ...	5,696	88,366	1,23,005	46,778	4,66,577	3,081	7,33,503
1915-16.							
Provincial Revenues (including Imperial).	15,163	27,382	21,728	6,388	18,182	1,484	90,327
Local Funds ...	...	1,528	621	48,863	3,80,547	...	4,31,559
Municipal Funds ...	...	36,039	19,370	8,744	86,028	191	1,50,372
Subscriptions and other private sources.	...	18,365	17,625	2,036	28,692	986	67,704
Total ...	15,163	83,314	59,344	66,031	5,13,449	2,661	7,39,962
1916-17.							
Provincial Revenues (including Imprial).	13,945	23,737	20,003	470	12,675	5,972	76,802
Local Funds ...	...	2,238	529	63,978	2,52,573	...	3,19,318
Municipal Funds ...	...	17,063	58,635	11,491	55,420	900	1,43,509
Subscriptions and other private sources.	...	31,860	37,886	878	37,780	...	1,08,404
Total ...	13,945	74,898	1,17,053	76,817	3,58,448	6,872	6,48,033

APPENDIX C.

Statement showing Municipal Institutions and the expenditure on them.

Kind of institution.	Number of institutions.			Recurring expenditure from						Capital expenditure from					Total.
	Maintained by Municipalities.	Aided by Municipalities.	Total.	Provincial Revenues.	Municipal Funds.	Other Public Funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Municipal Funds.	Other Public Funds.	Fees.	Other sources.	
1912-13.															
Colleges	...	...	...	...	...	...	...	...	...	...	1,895	...	...	...	1,895
High Schools	2	1	3	3,300	2,085	...	6,049	295	11,729	1,444	2,872	535	378	...	5,229
Middle English Schools	24	2	26	25,536	22,792	142	22,559	735	74,764	2,000	4,003	...	4,467	358	10,828
Middle Vernacular Schools ...	14	5	19	5,107	13,746	196	1,016	24	20,089	1,207	4,891	...	171	...	6,269
Primary Schools	156	48	204	31,295	1,07,600	...	9,788	7,114	1,55,797	36,022	43,955	217	1,132	25	81,351
Special Schools	...	1	1	...	1,300	...	...	...	1,300	...	615	...	...	...	615
Total ...	196	57	253	65,238	1,50,523	338	39,412	8,168	2,63,679	40,673	58,231	752	6,148	383	1,06,187
1916-17.															
Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	3	1	4	5,925	1,442	...	13,908	...	21,275	15,804	893	...	366	...	17,063
Middle English Schools	43	4	47	44,571	35,021	42	61,644	882	1,42,160	10,842	37,304	111	1,242	9,136	58,635
Middle Vernacular Schools ...	17	5	22	5,215	24,173	18	1,504	706	31,616	5,143	5,552	500	296	...	11,491
Primary Schools	186	52	238	40,967	1,63,878	446	12,043	676	2,18,010	60,000	(a)—6,196	742	874	...	55,420
Special Schools	...	2	2	...	1,575	...	...	...	1,575	...	900	...	...	...	900
Total ...	249	64	313	96,678	2,26,089	506	89,099	2,264	4,14,636	91,789	38,453	1,353	2,778	9,136	1,43,509

(a) Out of the amounts received by the Municipalities Rs. 6,196 remains unspent with them. It will be spent during the current year.

APPENDIX D.

Classification and pay of officers.

Service.	Number of officers.			Average pay in rupees to one place of decimal.
	European or domiciled community.	Indian.	Total.	
Indian Educational Service	21	...	21	841·2
Provincial Educational Service	6	34	40	295·3
Subordinate Educational Service	...	635	635	84·0
Unclassified posts	5	702	707	20·4

APPENDIX E.

Statement showing the average pay of teachers not in Government employ.

Kind of employment.	Number of teachers in public institutions which are not managed by Government.	Average pay in rupees to one place of decimal.				Remarks.
		Colleges.	Secondary Schools.	Primary Schools.	Other Schools.	
1912-13.						
Board ...	6,327	...	16·6	11·2	...	
Municipal ...	990	...	26·5	13·1	...	
Private (aided and unaided).	1,339	(*a*) 267·3	33·2	9·8	...	(*a*) Including Morris College, Nagpur, which has since been provincialised.
Total ...	8,656	267·3	21·8	11·2	...	These figures are given as they have been called for, but in regard to Secondary Schools they are without significance since the term includes Anglo-Vernacular, Vernacular Middle and High Schools and the averages (if class of management or the two periods are compared) are affected by the grade of institution which predominates, *e. g.*, Board averages are low because Secondary Schools under Board management are mainly Vernacular Middle.
1916-17.						
Board ...	7,937	...	18·2	12·2	...	
Municipal ...	1,420	...	32·3	14·5	...	
Private ...	1,754	225·3	40·5	10·4	40	
Total ...	11,111	225·3	27·	12·3	40	

APPENDIX F.

Statement showing particulars of Maktabs, Mulla Schools, Tols, Pathshalas and Kyaung Schools.

Particulars.	Classed in General Table III as Primary Schools.	Classed in General Table III as other Schools.	Classed in General Table III as Private Institutions.	Total.	Remarks.
1	2	3	4	5	6
MAKTABS.					
1. Institutions ... For males ...	17	...	19	36	
Institutions ... For females ...	13	...	2	15	
2. Pupils ... Males ...	1,475	...	503	1,978	
Pupils ... Females ...	1,119	...	221	1,340	
3. Expenditure from Provincial Funds ...	6,625	...	...	6,625	
4. „ „ District or Local Funds.	...	...	...	...	
5. „ „ Municipal Funds ...	1,181	...	90	1,271	
6. Fees	915	...	28	943	
7. Other sources	18,635	...	4,460	23,095	
8. Total Expenditure	27,356	...	4,578	31,934	
MULLAH SCHOOLS.					
1. Institutions ... For males ...	...	...	10	10	
Institutions ... For females ...	...	...	4	4	
2. Pupils ... Males ...	...	...	437	437	
Pupils ... Females ...	...	...	279	279	
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. „ „ District or Local Funds	...	...	...	...	
5. „ „ Municipal Funds ...	...	...	...	...	
6. Fees	...	...	68	68	
7. Other sources	...	...	3,061	3,061	
8. Total Expenditure	...	...	3,129	3,129	
PATHSHALAS.					
1. Institutions ... For males ...	...	...	21	21	
Institutions ... For females ...	...	...	2	2	
2. Pupils ... Males ...	...	...	551	551	
Pupils ... Females ...	...	...	113	113	
3. Expenditure from Provincial Funds ...	...	...	...	...	
4. „ „ District or Local Funds.	...	...	...	...	
5. „ „ Municipal Funds ...	...	...	200	200	
6. Fees	...	...	...	...	
7. Other sources	...	...	10,190	10,190	
8. Total Expenditure	...	...	10,390	10,390	

N.B.—There are no Tols or Kyaung Schools.

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